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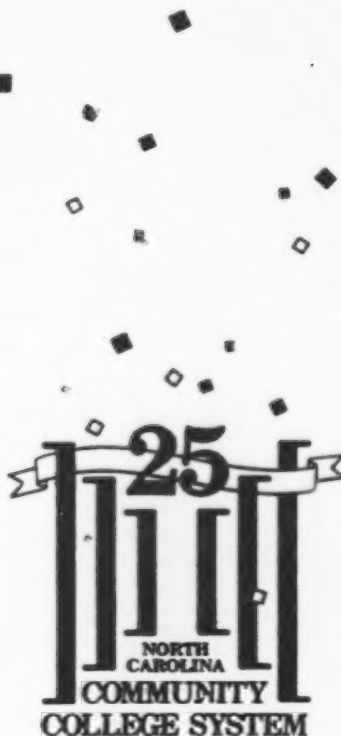
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ABSTRACT

In 1988, a state plan was developed for North Carolina's community college system, incorporating a revised mission statement and a set of goals and objectives for the system. The plan focused on six major themes: the quality imperative; serving the underserved; the education continuum; economic development; "community" college; and managing for effectiveness. Within this framework, 14 goals were established: (1) assure quality in each of the system's instructional programs; (2) strengthen teaching and learning throughout the colleges; (3) attract, retain, and support highly qualified institutional and departmental personnel; (4) provide a quality learning environment by acquiring and maintaining up-to-date facilities and equipment; (5) provide educational access to all adults; (6) significantly increase literacy levels; (7) provide support services; (8) improve cooperative relationships with public and private schools, colleges, and universities; (9) stimulate economic development through education, training, and retraining; (10) provide community service activities supporting local civic, economic, educational, and cultural needs, and establish cooperative relationships between and among participating groups; (11) obtain adequate funding for community college programs and services; (12) assure through a planning process that the community college system has clearly identified priorities, strategies for achieving them, and a means of evaluating effectiveness; (13) encourage future-oriented leadership and sound management practices; and (14) maintain a clear identity, reach potential consumers of education and training services, and increase public support for the system and its member institutions. Appendixes outlining the development, assumptions, and definitions of plan are attached. An interim assessment of the state's progress toward fulfilling the goals and objectives of the plan is attached. Specific educational outcomes are cited for each objective. (JMC)

Planning For Our Future

Phase I: Setting the Direction



"The people have a right to the privilege of education, and it is the duty of the state to guard and maintain that right."

Constitution of the State of North Carolina

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NORTH CAROLINA
STATE BOARD OF COMMUNITY COLLEGES

Robert W. Scott
President, North Carolina
Community College System
Raleigh, NC

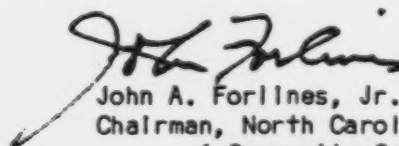
Dear President Scott:

On April 14, 1988 the State Board of Community Colleges adopted "Planning For Our Future, Phase I: Setting the Direction." I want to thank you and the other members of the Planning Committee for your diligence in overseeing the development and preparation of this document. I know that the Committee members spent countless hours in discussions and deliberations over each specific issue. As a result, the mission statement, goals and objectives developed provide a valuable "blueprint" for future planning efforts.

I would like to extend another word of thanks to the presidents of the community college system and to selected members of their staffs who contributed valuable background information. The ideas and information provided by these professionals helped the Committee to have an accurate understanding of current activities and concerns throughout the system. In particular, I would like to recognize the community college presidents for providing crucial input through their participation in the Presidents Planning Conference. This conference has laid the groundwork for the continuation of a comprehensive and coordinated planning effort.

Finally, I want to assure you and the others involved that the State Board highly values this initiative to establish an ongoing planning process for the community college system. In order for the State Board to make wise decisions we must have a means to evaluate our effectiveness and measure our progress toward achieving certain goals. An inclusive, interactive planning process such as the one outlined by the Planning Committee will help us to be a more effective State Board, overseeing a stronger community college system.

Sincerely,



John A. Forlines, Jr.
Chairman, North Carolina State Board
of Community Colleges



DEPARTMENT OF COMMUNITY COLLEGES

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

200 W. JONES STREET

RALEIGH, NC 27603-1337

ROBERT W. SCOTT
STATE PRESIDENT

919-733-7061

A MESSAGE FROM ROBERT W. SCOTT PRESIDENT, NORTH CAROLINA SYSTEM OF COMMUNITY COLLEGES

This year the North Carolina Community College System celebrates its 25th anniversary. Since its founding in 1963, the system has grown from a handful of Industrial Education Centers and junior colleges to 58 comprehensive community colleges. The years of explosive growth in terms of the numbers of institutions and enrollments are behind us now. But equally challenging years of rapid change are ahead and the community college system must be prepared to meet that challenge.

Business people report that they must stay on the "cutting edge" of changes taking place in their industries. In much the same way community college leaders must strive to stay on the "cutting edge" educationally. We must have a clear sense of where we are, where we need to go, what it will take to get there, and be willing to make the needed changes.

It is with an awareness of these issues that the State Board of Community Colleges called for a systemwide emphasis on planning for both the short and long range. With the Board's approval, a 29-member Planning Committee composed of a member of the State Board of Community Colleges, trustee representatives, college presidents and other personnel was appointed. Since January of 1987, the Committee has been at work to design a planning process and to oversee the preparation of a State Plan. "Planning for Our Future, Phase I: Setting the Direction," documents the initial steps in that planning process.

I want to thank the members of the Planning Committee, the community college presidents and all who had a role in contributing to this document. The next stages of the planning process will require increased involvement and participation by educators in the community college system, leaders outside the system and others with expertise necessary for successful planning. Given this input, I believe that our planning efforts will provide the necessary foresight and wisdom to help us guide the community college system toward a bright and productive future.

Planning For Our Future
Phase 1: Setting the Direction
North Carolina Department of Community Colleges
1988

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"The purpose of the community college is to offer educational services to the entire community, and this requires of it a variety of functions and programs. It will provide education for youth of the community, and it will serve as an active center for adult education."

Alan S. Hurlburt, 1952

EXECUTIVE SUMMARY

PLANNING FOR OUR FUTURE



Phase I: Setting the Directions

An old saying goes: "Even if you're on the right track, you will get run over if you just sit there." Those responsible for providing leadership to the community college system are determined not only to keep the system on the right track, but to chart a productive and promising course for the years ahead. At the forefront of this leadership initiative are the members of the North Carolina State Board of Community Colleges. With the guidance of Chairman John A. Forlines, Jr., the State Board has placed increasing emphasis on the need for short and long-range planning for the system's 58 colleges.

A 29-member planning committee was charged by the State Board with initiating a statewide planning process and preparing a state plan. "Planning For Our Future," the initial result of this effort, was adopted by the Board at its April 1988 meeting. At the heart of "Planning For Our Future" is a revised mission statement and a set of goals and objectives for the community college system. This statement of mission and the accompanying goals and objectives were conscientiously evaluated and examined over a 16-month time frame. State Board members, local trustees, community college presidents, members of their staffs, and administrators from the Department of Community Colleges, all had a hand in shaping the content of these ideas.

A review of the goals and objectives quickly reveals a commitment to a more effective and dynamic community college system. The next stage of the planning process includes the adoption of "action strategies" to implement the objectives and reach the goals. The leaders of the North Carolina Community College System have set a direction for the future and will "stay the course" to insure that the community college system is the best it can be.

A Mission Statement for the North Carolina Community College System

The North Carolina Community College System is a statewide organization of public two-year postsecondary educational institutions with an open-door admissions policy. Its mission is to provide adults in North Carolina with quality and convenient learning opportunities consistent with identified student and community needs. These opportunities are accessible to all adults regardless of age, sex, socio-economic status, ethnic origin, race, religion, or handicap. Educational and training programs are designed to enhance the personal, social, and economic potential of the individual and to produce measurable benefits to the state. The system fulfills this mission by providing:

- vocational programs and courses for students desiring to prepare for skilled trades or to upgrade their job skills;
- technical programs and courses that meet the career needs of individuals;
- transferable programs and courses for students desiring to attend a senior college or university;
- special occupational training and upgrading programs and services for businesses, industries, and agencies;
- programs and courses in adult basic education, high school completion, and continuing education;
- counseling, career guidance, job placement services, and other programs essential to developing the potential of individual students;
- programs and services to enrich the quality of community life;
- effective and cooperative relationships with the schools, colleges, universities, government agencies, and employers across the state; and
- sound management practices and systematic planning to allocate the resources required to achieve the stated objectives of the North Carolina Community College System.

Adopted by the State Board of Community Colleges
September 1987

THEME I:

THE QUALITY IMPERATIVE

Goal I: To assure quality in each of the system's instructional programs.

- To employ a continuing cycle of effective planning, evaluation, and improvement of programs at each institution.
- To assure that all institutions maintain accreditation by the Southern Association of Colleges and Schools and appropriate program accreditation.
- To maintain a process of program approval which is responsive to community and statewide needs while exercising good stewardship of the state's resources.

Goal II: To strengthen teaching and learning throughout the colleges of the North Carolina Community College System.

- To regenerate effective, innovative, and professional teaching practice, updating both methods and materials, and providing recognition and rewards for excellence.
- To expand the system's capacity for innovation in programming and instruction.
- To reevaluate and modify curricula on a regular basis to assure that they provide the skills required for employment.
- To develop methods and materials for identifying expected instructional outcomes and assessing whether they are attained.

Goal III: To attract, retain and support highly qualified institutional and departmental personnel.

- To provide an expanded professional development program for faculty and instructional support personnel, based on needs and function analysis, to include technical upgrading opportunities, improvement of instructional skills, opportunities for academic graduate work and release time to participate in these programs.
- To incorporate an expanded personnel development program into the ongoing planning and management of each institution and the department.
- To raise system employee salaries to the regional and ultimately to the national average. This will require a unified, well-documented effort to increase understanding of the need for competitive salaries and their benefits in increased quality and improved morale.
- To seek flexibility in the allocation of salary funds from the General Assembly to permit institutions to recognize excellence through salary increases and to compete in the market for highly qualified personnel.

Goal IV: To provide a quality learning environment by acquiring and maintaining up-to-date facilities and equipment.

- To develop an equitable plan for establishing State Board construction priorities, focused on meeting student needs and making use of objective measures.
- To secure funding sufficient to provide adequate, well-maintained facilities and equipment for high quality programs in all program areas, including literacy and continuing education, and flexible space for community service activities.

THEME II:

SERVING THE UNDERSERVED

Goal V: To provide educational access to all adults with the desire and ability to benefit from the community college system's program offerings.

- To maintain tuition and fee levels within reach of low-income citizens.
- To increase availability and accessibility of system offerings by being more consumer-oriented in scheduling, by insuring provision of student services such as transportation, child care and related services and orientation of students and their families; by providing financial assistance; by offering a wide range of courses at satellite campuses, and by ensuring that assessment and enrollment procedures facilitate student progress.
- To emphasize marketing efforts which will increase participation by North Carolinians in postsecondary education,

especially among groups which are historically underrepresented.

- To provide remedial instruction, counsel-

ing, assessment, placement and other support services which will ensure that the open door does not become a revolving door.

Goal VI: To increase literacy levels significantly in North Carolina.

- To increase the number of adult high school and GED graduates to surpass the number of annual dropouts from high school.
- To improve linkages and increase support among business and government agencies for literacy programs.
- To improve the quality of literacy education programs.
- To improve retention and success rates of students enrolled in the literacy program.
- To market the literacy programs broadly, with special emphasis on identifying the target groups most in need of service.

Goal VII: To provide support services which enable all students to enroll in appropriate programs, continue to make progress and meet their educational goals, including specialized services for the academically and economically disadvantaged, the handicapped and other adult groups needing special help to take full advantage of programs and services.

- To provide adequate instructor and staff time to assist students with comprehensive student development services.
- To increase support for community college financial aid programs with emphasis on low-income students.
- To improve testing and assessment to provide an adequate basis for course placement and program advisement.
- To develop special support programs/activities to encourage high-risk students to remain in college.
- To provide increased information to community groups, high school counselors and others about the student support services which are available.

THEME III:

THE EDUCATION CONTINUUM

Goal VIII: To improve cooperative relationships with public and private schools, colleges and universities

- To raise to the national average the percentage of North Carolina high school graduates who enter postsecondary education.
- To increase participation in cooperative programs with high schools, including formal "2+2" programs.
- To improve awareness of community college programs among elementary and secondary school counselors, students, and parents and to market community colleges as a first choice.
- To facilitate the transfer of students among postsecondary programs and institutions.
- To increase student access to specialized vocational/technical programs by encouraging program partnerships between neighboring community colleges

THEME IV:

ECONOMIC DEVELOPMENT

Goal IX: To stimulate economic development in North Carolina through education, training and retraining which enables North Carolina's people to meet the needs of private and public sector employers.

- To strengthen extension services, technical services, and current industry programs through the establishment of industrial specialist offices on community college campuses.
- To integrate the colleges fully into the local economic development effort and to increase public awareness of the colleges in this role.
- To expand retraining opportunities for displaced workers or workers whose skills are becoming obsolete.
- To establish small business centers at every community college
- To improve the effectiveness of local program advisory committees and solicit business input systematically at the state and local levels every two years.

THEME V: "COMMUNITY" COLLEGE

Goal X: To provide community service activities which support local civic, economic, educational and cultural needs, and to establish cooperative relationships between each institution and civic, economic, educational and cultural groups within their service areas.

- To obtain adequate levels of funding for avocational, practical skills and academic courses, as well as for personnel to coordinate community services.
- To provide community service programs that foster community growth and overall quality of life, based on a prioritized plan to meet community service needs.
- To be active partners with chambers of commerce, private industry councils, merchant bureaus, industrial develop-

ment commissions, and other economic development groups in community service activities, particularly through local advisory committees and inter-agency councils.

- To provide adequate and flexible facilities, equipment and other institutional services to cooperating businesses, agencies, and other non-profit groups for community service activities consistent with institutional goals.

THEME VI: MANAGING FOR EFFECTIVENESS

Goal XI: To obtain adequate funding for community college programs and services and to allocate the funding available to the system equitably to meet student needs and achieve system goals.

- To develop a new method of allocating funds among the institutions in the North Carolina Community College System which insures that institutions receive adequate support for a comprehensive program; which reflects realistic costs for program operation and support, the nature of the service area and the institution, and the mix of program offerings; which takes into account the growing number of part-time students; and which assures reasonable continuity in funding from year to year

To secure adequate levels of funding for ~~all~~ the major functional areas for which ~~state~~ funds are provided

To analyze the implications of proposed budget changes so that unanticipated

negative effects will be avoided and necessary budget flexibility will be maintained.

- To design a comprehensive, high quality educational program plan for the North Carolina Community College System and to work together toward the funding and implementation of that plan.
- To provide to the legislature and to the public, evidence that the system is effectively addressing public needs and accomplishing positive results.

To increase dialog and involvement in decision-making, and to focus attention on objective evaluation of ideas and concepts

To increase institutional flexibility through accountability

Goal XII: To assure through a planning process that the community college system has clearly identified priorities, strategies for achieving them, and a means of evaluating effectiveness

To maintain a general planning process which provides for regular review, the setting of goals and objectives, and assessment of progress, and to promote the systemwide plan to the General Assembly

To provide adequate resources to support the planning process, to include adequate funding and staffing at the institutional level.

To provide substantial input from the internal and external constituencies of the system in the planning process through systematic surveys of students, the public and industry and through

development of a state-level environmental scanning system with feedback to the institutions.

To work for stability and predictability in the budget allocation process, through such measures as inclusion in the revision of the funding formula a provision to allow carry-over of funds to support and emphasize good management.

To use priorities and evaluation data which result from the planning process as the basis for management decision-making, including the determination of budget priorities.

To provide assistance through the departmental staff in identifying and ap-

plying appropriate measures of effectiveness to programs and services.

Goal XIII: To encourage future-oriented leadership and sound management practices.

□ To provide professional development opportunities for the State Board, institutional trustees and the administrative leadership of the department and the institutions, including institutional department chairs.

□ To provide additional leadership/management training through the allocation of a percentage of the total budget for such training, through local/state policies which establish training guidelines, and through the identifica-

tion of a person responsible for staff development training at each institution.

To provide appropriate funding to attract and retain those individuals who have leadership/management skills.

To encourage the use of innovative methods and current technology in management of the department and local institutions and to establish policies and procedures for the system which insure sound management practices and accountability.

Goal XIV: To maintain a clear identity, reach potential consumers of education and training services, and increase public support for the North Carolina Community College System and its member institutions

□ To reaffirm and promote public understanding of the basic philosophy and mission of the comprehensive community college system, with particular emphasis on improved understanding by business, industry, and the legislature.

To promote unity among the community college presidents and active support among the State Board and institutional trustees in support of the legislative

program for the system.

To develop an ongoing, high quality public relations effort in support of the community college system which will serve to help identify the role of the community college in the service area.

To develop the capacity of local institutions to improve their marketing efforts through professional marketing staff at the department and at the institutions.

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AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER



A Mission Statement for the North Carolina Community College System

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- vocational programs and courses for students desiring to prepare for skilled trades or to upgrade their job skills;

- technical programs and courses that meet the career needs of individuals;

- transferable programs and courses for students desiring to attend a senior college or university;

- special occupational training and upgrading programs and services for businesses, industries, and agencies;

- programs and courses in adult basic education, high school completion, and continuing education; counseling, career guidance, job placement services, and other programs essential to developing the potential of individual students;

- programs and services to enrich the quality of community life;

- effective and cooperative relationships with the schools, colleges, universities, government agencies, and employers across the state, and

- sound management practices and systematic planning to allocate the resources required to achieve the stated objectives of the North Carolina Community College System.

Adopted by State Board of Community Colleges
September 1987

THEME I: The Quality Imperative

"Look beneath the surface; let not the several qualities of thing, nor its worth, escape you."

Marcus Aurelius

GOALS

To assure quality in each of the system's instructional programs.

To strengthen teaching and learning throughout the colleges of the North Carolina Community College System.

To attract, retain and support highly qualified institutional and departmental personnel.

To provide a quality learning environment by acquiring and maintaining up-to-date facilities and equipment.

Over the last several years a national dialogue on quality has emerged. *In Search of Excellence*, a book that analyzed success of businesses, became a best-seller; Ford Motor Company chose "Quality is Job One" as its motto. In the educational arena, the 1983 report from the National Commission on Excellence in Education, "A Nation at Risk," examined our country's educational system and called for substantive changes to improve the quality of education on our campuses. In North Carolina the leadership of the community college system has been engaged in a quest for ways to improve the quality of the 58 member institutions and the programs they provide to the students they serve.

North Carolina business leaders participating in a series of conferences with community college leaders emphasized that they are competitive and market-driven; they must stay on the cutting edge of new advances and technology. Business leaders expect high quality in every facet of community college programs. They stressed the need to create a "culture of quality" within our colleges that, they believe, will translate into an attitude "toward quality" that they want all their employees to have. A true "quality imperative" calls for excellent programs, modern facilities, up-to-date equipment and well-qualified faculty and instructional support personnel.

Reflecting a concern for quality, the State Board of Community Colleges has taken several steps: a more rigorous program approval process has been implemented and program standards have been put into effect for all of the system's curriculum programs. The Board sought and received funds to substantially improve equipment and buildings after a period of neglect. An extensive staff development program was begun and the Board placed a high priority on securing the funds to hire and retain the best possible instructors. The state level planning process itself is a reflection of the increased attention given to the quality of the system. In spite of these and other efforts, much remains to be done.

Several recent reports and studies have been made to analyze the North Carolina Community College System. In 1986, the "Vocational Education Study" was released by the Research Triangle Institute. This study, which was commissioned by the General Assembly's Joint Legislative Commission on Governmental Operations, examined the role of community colleges and secondary education in providing needed high quality technical and vocational education. During that same year the State Board of Community Colleges received a report that it had commissioned, "The North Carolina Community College Study." This study examined the system's mission, enrollment, staffing patterns, funding procedure, administration and governance. Reports on retention, enrollment in vocational programs, and other topics further analyzed the community college system and provided recommendations for improvements.

Excellent Programs

The North Carolina Community College System was founded to provide adults with technical and vocational training, two-year college transfer and adult basic education programs. The system's primary emphasis is on occupational skills training. Over 75 percent of program offerings are in technical and vocational areas. Less than eight percent of students are classified as college transfer students.

The technical/vocational focus of the system means that programs are closely related to the job market. To keep pace with changes in the job market, existing programs must constantly

be adapted. New programs have been created in response to technological advances. Programs in nuclear medicine, biomedical technology, robotics and other "high-tech" curricula have been added in recent years.

In 1984, the State Board of Community Colleges approved a process which simplified and strengthened procedures for documenting the need for new programs and this process was again simplified and revised in 1988. To help analyze the need for new programs, state and occupational forecasts in the major technical and vocational areas were developed. Community college system educators continue to search for measures to safeguard, document, and evaluate the quality of programs.

By 1986, standards had been implemented for both new and existing programs. These standards outlined a basic program curriculum so that students enrolled in the same programs offered at different colleges are taught the same basic competencies. Also, in 1986, a series of curriculum improvement projects provided for the upgrading of selected curricula through a lead institution. Information and insights gained as a result of these projects in automotive mechanics, electronics, commercial art/graphics and criminal justice curricula were systematically shared with instructors in the selected program areas.

Up-to-Date Facilities and Equipment

Up-to-date training facilities and equipment that simulate the business/industrial setting contribute significantly to program quality. This is an expensive proposition for which there is no one-time solution. For example, ten years ago the typical drafting and design laboratory would be equipped with tables, stools, trade instruments and drafting machines costing from \$100 to \$150 each. Today's campus drafting laboratory requires the same basic items plus a Computer Aided Drafting (CAD) system, plotters, and digitizers. This may cost as much as \$100,00 for twenty work stations, plus a costly maintenance contract. Similar demands exist in many programs.

North Carolina's business and industry leaders have proved that they are concerned about state-of-the-art equipment for our community colleges. They have supported the system's request to the General Assembly for appropriations to update equipment. Additionally, hundreds of businesses have assisted by donating equipment through the Equipment Donation Program. The General Assembly has recognized the need for modern facilities by providing over \$75 million over three biennia for capital projects. Continued support will be needed from the business community and from the General Assembly. **North Carolina must protect its investment in community college education and its economic development prospects by ensuring that up-to-date facilities and equipment are available for training.**

Well-Qualified Faculty And Staff

The recent flood of reports on excellence in education have consistently focused on teacher quality as the most critical factor in providing effective instructional programs. Specific concerns have included the ability to recruit and retain qualified faculty by assuring competitive salaries, the need for rigorous professional training, and keeping faculty current in their teaching field.

The vast majority of curriculum faculty (77 percent) teach in occupational programs in which the colleges are competing with industry to recruit technically competent staff. Community college instructors can frequently earn a higher income in business than they can in the academic world. In certain technical areas particularly, the financial incentive to leave the classroom is very strong.

In academic programs, faculty credentials are rising due to more rigorous accreditation requirements. Instructors must remain current and up-to-date in their technical specialty. However, community college faculty are often hired for their technical expertise and have little or no training in instructional techniques. This is often the case with part-time instructors who may have expertise, but little teaching experience.

Professional development and faculty upgrade opportunities have been targetted as a major need. The 1986 session of the General Assembly provided \$1,230,000 to the State Board of Community Colleges to implement a systematic program for improving the technical and instructional skills of faculty throughout the system. These resources, along with additional resources provided by the General Assembly in 1987, have provided the core for a statewide faculty upgrading program that includes significant emphasis on faculty return-to-industry, rigorous in-service training in instructional methods,

industry-based workshops in state-of-the-art technical applications, and programs to develop effective management skills.

In support of the goal of promoting instructor quality, the State Board of Community Colleges instigated in 1986 the Excellence in Teaching Award. This award recognizes and provides a financial award to an instructor who has demonstrated consistent excellence in teaching. Each of the more than 3,000 full-time instructors in the system is eligible for the award, which is sponsored jointly by the State Board of Community Colleges and First Union National Bank.

Other professionals make a significant contribution to the overall quality of the student's education. **Admissions staff, guidance counselors, financial aid officers, and testing and placement specialists are among the cadre of support staff providing assistance to community college students.** The guidance and services provided by these professionals are essential to a high quality community college education and complement the efforts of the teaching faculty. In the most effective situations, support staff and instructors work hand-in-hand to assist individual students. It is, therefore, critical that support staff have strong skills in their particular areas and that they be provided with the same opportunities and incentives as instructors.

A clear need remains to continue to focus on instructor and staff quality. The North Carolina Community College System needs to provide salaries at a level which is competitive with comparable industry positions. Major steps have been taken to provide professional development and upgrade opportunities systemwide. However, continued and consistent expansion of existing initiatives is necessary to more effectively promote instructor and support staff excellence.

GOAL: To assure quality in each of the system's instructional programs.

To employ a continuing cycle of effective planning, evaluation, and improvement of programs at each institution.

To assure that all institutions maintain accreditation by the Southern Association of Colleges and Schools and appropriate program accreditation.

To maintain a process of program approval which is responsive to community and statewide needs while exercising good stewardship of the state's resources.

GOAL: To strengthen teaching and learning throughout the colleges of the North Carolina Community College System.

To regenerate effective, innovative, and professional teaching practice, updating both methods and materials, and providing recognition and rewards for excellence.

To expand the system's capacity for innovation in programming and instruction.

To reevaluate and modify curricula on a regular basis to assure that they provide the skills required for employment.

To develop methods and materials for identifying expected instructional outcomes and assessing whether they are attained.

GOAL: To attract, retain and support highly qualified institutional and departmental personnel.

To provide an expanded professional development program for faculty and instructional support personnel, based on needs and function analysis, to include technical upgrading opportunities, improvement of instructional skills, opportunities for academic graduate work and release time to participate in these programs.

To incorporate an expanded personnel development program into the ongoing planning and management of each institution and the department.

To raise system employee salaries to the regional and ultimately to the national average. This will require a unified, well-documented effort to increase understanding of the need for competitive salaries and the benefits in increased quality and improved morale.

To seek flexibility in the allocation of salary funds from the General Assembly to permit institu-

tions to recognize excellence through salary increases and to compete in the market for highly qualified personnel.

GOAL: To provide a quality learning environment by acquiring and maintaining up-to-date facilities and equipment.

To develop an equitable plan for establishing State Board construction priorities, focused on meeting student needs and making use of objective measures.

To secure funding sufficient to provide adequate, well-maintained facilities and equipment for high quality programs in all program areas, including literacy and continuing education, and flexible space for community service activities.

THEME II: Serving the Underserved

"The only valid philosophy for North Carolina is the philosophy of total education: a belief in the incomparable worth of all human beings, whose claims upon the State are equal before the law and equal before the bar of public opinion; whose talents, (however great or however limited or however different from the traditional), the state needs and must develop to the fullest possible degree."

William Dallas Herring

GOALS

To provide educational access to all adults with the desire to benefit from the community college system's program offerings.

To increase literacy levels significantly in North Carolina.

To provide support services which enable all students to enroll in appropriate programs, continue to make progress and meet their educational goals, including specialized services for the academically and economically disadvantaged, the handicapped and other adult groups needing special help.

One of the basic ideas underlying the creation of the North Carolina Community College System is a belief in the incomparable worth of all human beings and the importance of developing to the fullest degree possible their individual talents. The system has developed a continuum of educational offerings from basic literacy and practical skills courses to technical and college transfer programs. These education and training programs help people to learn, which in turn helps them get good jobs and lead productive lives.

As the community college system prepares for its 25th anniversary, it can rightfully take credit for helping to change the lives of thousands of North Carolinians. However, the system cannot afford to pursue strategies for meeting the needs of people with a "business as usual" approach. Numerous factors external to the educational environment are conspiring to place an added responsibility on the community college system.

Nationally, a majority of the new jobs being created are predicted to require at least some education beyond the high school level. **The median years of education required by these new jobs will be 13.5 years of education compared to 12.8 years for current jobs.** Skill measurements for all jobs are increasing; jobs currently in the middle of the skill distribution are becoming tomorrow's least skilled occupations; there is little net growth in jobs for the unskilled. As a result of these changes, many economists and educators foresee a future with more joblessness among the least skilled and shortages of people with good skills and educational credentials.

Demographic trends show major changes in the community college system. Over the last six years, there has been a six percent annual increase in the ages of both curriculum and extension students. In 1987, the average age of a community college curriculum student was 31 and the average age of a continuing education student was 40. The aging of the **system's** student population parallels a general aging of the state's population and workforce. This has undoubtedly been a factor in the increase in the number of students attending community colleges part-time. More and more of these adult students are already in the workforce and/or have family responsibilities that inhibit their attending college on a full-time basis.

The median age of the North Carolina population is projected to increase from 32.2 in 1987 to 36.6 by 2000. Most of these people are already in the workforce and will likely be faced with updating current skills or even undertaking a totally new career. Futurist John Naisbitt predicts that today's worker can expect to change jobs, and even careers, five to six times. In this environment, adults who have not been in the "education market" for a number of years will need to update their knowledge and skills in order to get and keep a good job.

Serving All Citizens

Initially, access to a community college education meant geographic availability and low cost. It is estimated that 95 percent of the state's population is within 25 miles of a community college. Additionally, many colleges have satellite campuses and all colleges offer courses at selected sites in response to local demand. For example, courses such as Adult Basic Education and Fire Service Training have been offered at sites in each of the state's counties. However, courses that are dependent on specialized machinery and equipment, or are in limited demand, are usually offered at an established campus training facility and may be offered by only a few colleges.

Scheduling is as important as location in the consideration of both short-term and longer term courses. The "open door" must be open to the increasing number of adult students who are likely to be attending college on a part-time basis and juggling school with work and home responsibilities. In 1986-87, 50 percent of curriculum students and 56 percent of continuing education students reported working full-time. This is a trend likely to continue and colleges must respond by exploring additional ways of scheduling and delivering needed courses. In response to the demand for evening courses, the parking lots of most colleges are rarely empty at night. Some colleges offer Saturday courses and selected telecourses. Despite these efforts, courses are not always offered at times of the day or year that facilitate a student's completion of course work. Extra efforts are required to ensure that courses are offered at times and in ways that maximize the individual's ability to participate.

Concern for wide access to a community college education has led to policies that have kept fees and tuition deliberately low. Yet the overall cost of a community college education continues to rise. Tuition is a minor part of expenses for students which include books, supplies, fees, transportation, and living costs, and sometimes child care, uniforms and other items.

Serving the Disenfranchised

An expanded definition of community college accessibility is demanded if the North Carolinians who need it most are to be brought into higher education. Despite overall enrollment growth, the system is not attracting thousands of people who need what the system has to offer. North Carolina's college-going rate is low compared to the nation's and many citizens need more education, basic skills and the means for economic survival in the workforce.

North Carolina ranks low among the 50 states in levels of educational attainment. Only 55 percent of North Carolina's adults age 25 and over are high school graduates, a figure that is eleven percent lower than the U.S. average. Forty-five states can boast that a higher percentage of their youth obtain high school diplomas. Contributing to this problem is a steady stream of young people who continue to drop out of school. Public school officials report that in recent years approximately 28 to 30 percent of those enrolled in grades 9 through 12 have dropped out of high school. This contributes approximately 20,000 new dropouts annually to the state's pool of undereducated adults. According to the 1980 U.S. Census, this pool also includes at least 835,000 adults over age 25 with less than an eighth grade education, and 1.5 million without a high school diploma.

For 25 years, the North Carolina Community College System has provided opportunities for adults to improve their basic skills through the Adult Basic Education (ABE), General Educational Development (GED) testing, Adult High School Diploma and Human Resource Development programs. Many adults have benefited from these programs and led more productive and rewarding lives because of participating in them. During 1986-87, 55,526 adults enrolled in ABE programs; 12,764 adults received GED credentials; and 2,834 received high school diplomas. In fact, the community colleges awarded approximately 20 percent of all high school diplomas or equivalents awarded in the state. In addition, 5,304 unemployed and underemployed adults enrolled in the HRD program, a pre-vocational skills training program. In spite of these accomplishments, these programs are barely keeping the levels of literacy constant.

The future growth and economic stability of North Carolina depend on an educated citizenry. Reaching out to provide adults with the education they need to cope with the technological and economic changes taking place is a top priority for the North Carolina Community College System. In August of 1984, the Department of Community Colleges launched a major adult literacy awareness campaign. This initiative has focused on recruiting more adults into literacy training programs and increasing the awareness of the general public about the problem of

illiteracy. Governor Martin proclaimed 1987 "The Year of the Reader" and announced the creation of a North Carolina Literacy Council. The state's efforts to successfully combat the problem will depend heavily on cooperation among state government agencies, at all levels, and the private and voluntary sectors.

Serving Special Groups

Those who lack basic skills and who are illiterate are an "educationally needy" segment of the state's population. Specific groups of individuals, such as minority or low-income youth, tend to experience these problems to a greater degree.

Numerous factors can create a situation in which individuals who once considered themselves to be in the mainstream of society suddenly are threatened. Many people have lost jobs due to plant modernization, loss of a farm, company mergers, or other economic factors beyond their control; there are growing numbers of single parents, many of whom are divorced women, forced to provide sole support for their families. Many individuals have a physical or mental handicap. People with these and other problems may have unique educational needs that a community college can help them meet by providing the education or training needed to enter or re-enter the work force. These programs must be accessible and appropriate in order for people to realize their potential and to develop their individual talents.

The list of problems which require special attention from the community college includes less obvious situations. For example, many students in North Carolina are the first in their families to enroll in college. The two-year college transfer curriculum and other selected technical curricula allow individuals to complete the first two years of a four-year degree while living at home. This comparatively low-cost opportunity to experience college represents an important first step for continued learning. These people need support from faculty and staff to succeed at the community college level and guidance in transferring their two-year credentials to a four-year institution.

Support Services Make a Difference

The community college system has developed innovative and exemplary ways of providing support services to its students. Model programs such as Human Resource Development (HRD) offered at 45 institutions and the sex equity programs provide intensive counseling and job training for low-income people, often women. Twelve system colleges have received federal funds and developed child care projects that provide day or evening care so that parents can attend classes. Criteria for the projects set income-eligibility levels and requirements that the parent be enrolled in a remedial, vocational or technical program. In 1986, care was provided for 228 children to allow their parents to attend college.

The mix of support services needed to help individuals remain in college and achieve their educational goals can be as varied as their life situations. Some find transportation to be a major barrier. Of the system's 58 member colleges, 50 are located in areas where public transportation is either scarce or nonexistent.

For some students, the current cost of attending a community college is still prohibitive when costs such as books, supplies, transportation, and child care are considered. Ten percent of the respondents to the systemwide random survey who indicated they would like to enroll, but could not, identified a need for child care and for scholarships. These students were most often women (particularly in the mountains), divorced or separated individuals and non-whites.

Many adults returning to upgrade their skills need extensive career assessment and counseling as they consider the courses needed to achieve job-related goals. As the colleges seek to serve students with these complex problems, they must place more emphasis on providing the individual attention and assistance which make the difference between success and failure. **In 1986-87, only 27 percent of curriculum students attended a community college on a full-time basis. The large number of part-time, employed students place a special burden on instructors, counselors and others who provide support services.** It takes just as much time for a counselor to assist a part-time student as it does a full-time student. However, resources to fund faculty and staff positions to assist students are allocated on a full-time equivalent basis. As a result, each campus is placed in the position of needing to provide more intensive counseling and support services to greater numbers of students without an increase in staff or resources to provide these services.

GOAL: To provide educational access to all adults with the desire and ability to benefit from the community college system's program offering.

To maintain tuition and fee levels within reach of low-income citizens.

To increase availability and accessibility of system offerings by being more consumer-oriented in scheduling; by ensuring provision of student services such as transportation, child care and related services; by providing orientation programs for students and their families; by providing financial assistance; by offering a wide range of courses at satellite campuses; and by ensuring that assessment and enrollment procedures facilitate student progress.

To emphasize marketing efforts which will increase participation by North Carolinians in postsecondary education, especially among groups which are historically underrepresented.

To provide remedial instruction, counseling, assessment, placement and other support services which will ensure that the open door does not become a revolving door.

GOAL: To increase literacy levels significantly in North Carolina.

To increase the number of adult high school and GED graduates to surpass the number of annual dropouts from high school.

To improve linkages and increase support among business and government agencies for literacy programs.

To improve the quality of literacy education programs.

To improve retention and success rates of students enrolled in the literacy program.

To market the literacy programs broadly, with special emphasis on identifying the target groups most in need of service.

GOAL: To provide support services which enable all students to enroll in appropriate programs, continue to make progress and meet their educational goals, including specialized services for the academically and economically disadvantaged, the handicapped and other adult groups needing special help.

To provide adequate instructor and staff time to assist students with comprehensive student development services.

To increase support for community college financial aid programs with emphasis on low-income students.

To improve testing and assessment to provide an adequate basis for course placement and program advisement.

To develop special support programs/activities to encourage high-risk students to remain in college.

To provide increased information to community groups, high school counselors and others about the student support services which are available.

THEME III: The Education Continuum

"With a system of comprehensive community colleges we will be able to meet the total need, to challenge even more high school graduates to continue their learning, to raise the technical competence of our people, to improve the level of educated citizenry, to increase our income, to provide enrichment for the lives of those who otherwise would be passed by, and to grow in stature as a state and as a people."

Governor Terry Sanford, 1962

"Today, we track students into programs for those who 'think' and those who 'work,' when, in fact, life for all of us is a blend of both. Looking to the year 2000, we conclude that, for most students, twelve years of schooling will be insufficient. Today's graduates will change jobs several times. New skills will be required, new citizenship obligations will be confronted. Of necessity, education will be lifelong."

Ernest L. Boyer, *High School: A Report on Secondary Education in America*, 1985

GOAL

To improve cooperative relationships with public and private schools, colleges and universities.

Although the North Carolina Community College System has its own unique mission, it shares some common concerns and goals with educators from every level. Community colleges cover a wide range, including one- and two-year occupational programs, two-year college transfer programs, adult basic education and general interest courses. Its students may be college graduates or high school dropouts. Due to the diversity of these programs and the wide range of students' needs, community colleges must maintain a dialogue at both the state and local level with public schools and with public and private colleges and universities.

All are concerned about the state's high school dropout problem. Of additional concern is the high percentage of students (57 percent in North Carolina) who graduate, but do not have plans to continue their education. The National Commission on Excellence in Education in their 1983 report, "A Nation at Risk: The Imperative for Educational Reform," identified this as a major problem:

More and more young people emerge from high school ready neither for college nor for work. This predicament becomes more acute as the knowledge base continues its rapid expansion, the number of traditional jobs shrink, and new jobs demand greater sophistication and preparation.

Dale Parnell, president of the American Association of Community and Junior Colleges, calls these young people the "neglected majority." These are students who are not likely to be in either a college preparatory or vocational program in high school and, consequently, graduate without adequate preparation for a career or for further education. Many eventually find their way to a community college after experiencing several years working at dead-end jobs.

The state's university system attracts about 25 percent of high school graduates annually; historically, only 50 percent of these students actually stay in college and obtain a baccalaureate degree. They too often join the ranks of those unprepared for productive careers and many eventually try a community college program.

The Southern Regional Education Board reports that the rate of participation in higher education among North Carolinians aged 18 to 24 years is approximately 37 percent (although this estimate is high when additional factors are considered) compared with 42 percent nationally. This low "college-going rate" results in a population with lower skill levels, less able to compete in the job market.

Educators from kindergarten to the graduate school level share a concern that all students achieve their individual educational potential. Those who have reached adulthood lacking the education and skills necessary to compete must be encouraged to "plug back into" the educational system at the appropriate level. Even graduates of high

school or college soon find that they must continue to learn if they are going to be able to keep up with changes in their occupations.

The Public School Connection

From its beginning in 1963 until 1981, the North Carolina Community College System was under the jurisdiction of the State Board of Education. Now, a separate State Board of Community Colleges continues to be concerned that the two systems work together toward the common goal of meeting state and local educational needs.

Community college educators are often disheartened by the large number of young people who come to college lacking the necessary academic skills to enter the community college program of their choice, either because they failed to take the classes that are prerequisites for the programs they want, or because their high school performance was poor.

High school educators may be unaware of the programs and requirements at the community college and unable to provide realistic advice to their students. **Technical, vocational or college transfer programs at a community college may be a good alternative for those high school students. Some may lack the financial resources to attend college away from home or they may be undecided or unsure of their educational goals.** In many rural areas of the state, the college transfer program may represent the student's only feasible access to a baccalaureate program.

In recent years, a number of good ideas for cooperation have been developed into established programs. In 1983, the Huskins Bill passed in the North Carolina General Assembly provided that community colleges may offer courses for credit to high school students. This law facilitates arrangements in which local colleges offer courses for which high schools are not equipped or which they cannot afford to offer. For example, an institution may be able to provide instruction in a laboratory, science, or technical area when there are too few students interested and eligible to warrant offering such a course in the high school setting. Since 1983, approximately 50 cooperative program agreements have been implemented each year.

A diverse range of other opportunities are possible through cooperative arrangements between local school systems and community colleges. One model for high school/community college cooperation that has received widespread attention nationally is the "2+2" concept. Through this program, a high school student receives introductory courses in a technical field during the last two years of high school and moves smoothly into a two-year college-level program. The degree would recognize the total program. Several models for "2+2" have been developed and implemented in North Carolina; however, the cases are still few enough to be classified as models rather than accepted practice.

An expansion of this educational continuum to a "2+2+2" concept enables students completing a high school/community college "2+2" program to continue on to a four-year college or university to cap off their program with two additional years of technical study and liberal arts. This is a new model which challenges the traditional system of progression. If North Carolina is to educate more of its people, then these and other models should be tried and evaluated.

Community Colleges Working Together

The 58 colleges in the North Carolina community college system operate with considerable local autonomy. Since programs are developed in response to local needs, there are a variety of specialized programs offered by only one or two colleges. For example, Haywood Community College in the mountains is the only college that offers the sawyer and wood products curriculum and Cape Fear Community College on the coast has a unique marine technology program.

Over the last two years the Department of Community Colleges and system colleges have worked to develop curriculum standards. These standards help ensure that students enrolled in the same program at different colleges will be exposed to the same basic curriculum. Such assurances greatly reduce problems with transfer of credit between system colleges. Continued efforts are needed to eliminate any artificial barriers that might prohibit the transfer of community college course credits from one campus to another.

The Four-Year Connection

Transfer of credits is a major concern to community college students enrolled in the college transfer

program and in selected technical programs. Currently, individual transfer agreements are established between a community college and four-year colleges and universities on a case by case basis. The policies of individual institutions vary widely. Some, such as the University of North Carolina at Charlotte and some private colleges, have actively recruited community college students and have taken steps to develop curricula that accommodate transfer. Still, community college students cannot be sure that their credits will transfer and count toward their major until they have checked with the particular college they wish to attend. More should be done to clarify the terms of transfer and to help students be aware at the outset of difficulties they may face.

Community colleges have increased efforts to provide adult students with opportunities for retraining and additional education. Many of these individuals already possess a four-year degree, but are seeking to add a specialized skill. Many others are not necessarily interested in a community college degree, but in updating their knowledge and skills for their current job or for personal use.

The community college system shares responsibility with the public schools and other postsecondary institutions for educating North Carolinians. **The education continuum must become a reality; one that young people, parents, adult students, and educators understand and promote.** All involved will be more effective in this effort if they communicate and consider new ways of working together to achieve common goals.

GOAL: To improve cooperative relationships with public and private schools, colleges and universities.

To raise to the national average the percentage of North Carolina high school graduates who enter postsecondary education.

To increase participation in cooperative programs with high schools, including formal 2 + 2 programs.

To improve the awareness of community college programs among elementary and secondary school counselors, students, and parents and to market community colleges as a first choice.

To facilitate the transfer of students among postsecondary programs and institutions.

To increase student access to specialized vocational/technical programs by encouraging program partnerships between neighboring community colleges.

THEME IV: Economic Development

"It is demonstrable that wealth increases as the education of the people grows. Our industries will be benefited; our commerce will expand; our railroads will do a larger business when we have educated all the children of the State. It is therefore, of the upmost importance from a material point of view that our whole people should be educated."

Governor Charles B. Aycock
Inaugural address, 1901

GOAL

To stimulate economic development in North Carolina through education, training and retraining which enables North Carolina's people to meet the needs of private and public sector employers.

The Community College in a Changing Environment

The community college system has played a major role in stimulating North Carolina's economic growth over the last twenty-five years. Originally, the concern focused on easing the state's transition from an agricultural economy to an industrial economy: a transition that meant massive retraining of the state's workforce. Thousands of people benefited from this training as they enrolled individually in college-sponsored training programs or as they received community college training through their employer.

Today, technological changes are affecting virtually every business in North Carolina. In the manufacturing sector, rapid modernization and specialization have contributed to plant closings and layoffs. Predictions are that the non-manufacturing sector will provide 71.8 percent of all non-farm jobs in 1995, increasing from 67.6 percent in 1984. These structural changes in the state's job market will have a direct impact on the workforce.

Like the nation, the state is fast moving toward a service sector economy. This sector of the economy includes jobs in health care and education as well as jobs in food service. Streamlining and automation of many service industries by the **year 2000** will result in even fewer unskilled or low-skill jobs in this sector of the economy.

Many economists and educators foresee a future with more joblessness among the least skilled and less among those with good educational credentials and skills. **To the extent that North Carolina fails to equip citizens with skills, the state's economic growth prospects will be "at risk."** The disadvantaged, minority, female and handicapped are growing as a percentage of the labor force. With access to training, they are an asset in economic development. Untrained, they will undermine it.

Displaced workers, those who have lost their jobs due to an industry's retooling, plant closings, or other economic forces, are in precarious situations. Often the displacement occurs suddenly so that the employees involved have little time to prepare. Displacement has particularly affected the state's traditional industries. Increased foreign imports and the spread of capital intensive technology have continued to put tremendous pressures on these industries. **Between 1978 and 1984, 31,075 textile workers lost their jobs.** Many were women, who made up two-thirds of the production operatives, the occupations most affected by automation and relocation decisions. In spite of some temporary gains, predictions are that there will continue to be net losses in textile jobs over the next decade, amounting to as many as 33,000 additional workers by 1995.

Community college educators have made efforts to let employers know that they are ready to assist workers who are going to be displaced. In some instances, employers have contacted the college in advance of a layoff and asked for their assistance. **Colleges can provide training programs for displaced workers that build on their existing skills and also provide remedial help.** The goal of all such retraining is to help that individual prepare for alternative employment opportunities which, at the very least, maintain his or her current standard of living.

Community Colleges Assist in Economic Development

In a broad sense, most of the services provided by a community college in North Carolina can be construed as supporting economic development. **In a society that demands an educated, informed workforce, the community college is an essential resource for providing education for jobs.** College officials view themselves not only as educators, but as partners in their community's economic development efforts. College presidents and other administrators strive to work closely with local chambers of commerce, county commissioners, and local leaders to create a good environment for business growth. College staff work with the Job Training Partnership Act program and with local Private Industry Councils to provide needed training.

Many employers in North Carolina are cognizant of the changes taking place in the economy and in the workforce. These concerns were most effectively articulated by a group of business leaders attending the Business Conference Series meetings with community college officials. The series consisted of twelve industry-specific meetings with 168 private and public employers. Throughout these meetings, the employers provided specific feedback as to the impact that new technologies and economic changes will have on their employment and training needs over the mid-to-long range. One of the foremost concerns that surfaced was that the community colleges provide a quality educational experience. The industry representatives were aware that they must provide a quality product or service and demanded the same high standards in the college training programs.

The Business Conference Series provided an effective mechanism for transmitting the views of business people to the members of the State Board of Community Colleges and to other community college leaders. This interaction between community college leaders and business leaders is essential to the community college system as the colleges strive to develop training programs that are relevant to the labor market and to the needs of private and public sector employers. Curriculum advisory committees serve a similar purpose at the local level.

Colleges provide local employers with a pool of educated workers and they provide individuals with an education that increases their employability. These individuals may be entering an occupational field for the first time or may be already employed and need to update or upgrade their skills. Whatever the scenario, colleges must maintain an ongoing dialogue with community leaders and employers so they are prepared to provide a quality education of benefit to employers and individuals.

Identifying Employer/Employee Training Needs

Based on the identified need, colleges can develop tailored training programs. The options for customizing courses are numerous: new curriculum programs can be developed to meet an ongoing need, short courses can be developed on a particular topic, certain courses can be offered on the job, and courses can be scheduled to interface with the employee's work schedule. Adult literacy and remedial courses are available.

Special programs have been created to address specific economic ~~development~~ training needs. These programs help ensure the success of individual businesses by providing incentives and services to employers, would-be employers, and workers.

The system's New and Expanding Industries Program has long been recognized as a particularly valuable asset to the state's economic development strategy. **For 25 years**, funds for New Industry Training have been appropriated to the community college system. **The program** provides an incentive for industry to locate or expand their operation in North Carolina by offering training for potential workers. The Industry Services Division and the local **community college serving the area** in which the industry is located work with the employer to design a customized **training program**. The nature of the job to be trained for and the **level of skill** needed by the **potential workers** determine the content and duration of the training program. To date training has been provided for more than 181,322 workers in approximately 2,108 companies.

The system's nineteen Focused Industrial Training Centers provide a similar service for industries and businesses already established. This grant-funded training service provides colleges with the additional resources to allow them to offer occupational extension classes in critical industrial skills. Often training is provided to the state's traditional industries to help them adjust to new technologies and demands in the workplace. Historically, classes have covered such topics as industrial

mechanics, industrial electronics and technology, and industrial supervision. This training is of particular importance to industries that need specific training for a small group of employees.

The state began funding small business centers throughout the community college system in 1984. The program was created in recognition of the importance of small businesses to the state's economy. **It is widely recognized that small businesses are a primary source of economic growth and job creation. Currently, there are 40 small business centers operating as part of the community college system. These centers have as their mission the custom-care of businesses in their community.** Critical factors in assuring the success of a new small business venture are the availability of information, management assistance, one-on-one counseling, and referrals to other sources of aid. The community college system institutions are ideally located in local communities to provide the convenient, accessible consultation which many small business owners and would-be owners need. With the current emphasis on small business development in North Carolina, and in consideration of the potential contributions of new businesses to the state, the small business center program should be expanded to every community college.

Community colleges must have continuous input from local business leaders if their programs are to be effective. Without such input, the programs will invariably become outdated and students will discover that their newly acquired skills do not mesh with employer demands. Advisory committees are one proven method for ensuring that employers have input on the quality and content of a program in a particular trade or vocational area. Program advisory committee members often supply illuminating insights as to new equipment, processes, and skills being introduced in the workplace. Committee members can also provide direct feedback on the types of skills and abilities they need in new hires, or that they would like for their current employees. College personnel who listen and respond can use the suggestions and information to develop higher quality, appropriate training programs.

These special programs have had an impact and assisted thousands of employers and their employees; however, the current economic climate demands constant monitoring and evaluation of even the most successful strategies. A lack of attention to any one of the aspects of training and retraining can imperil the state's economic health. Therefore, the challenge for the community college system is to provide training and retraining opportunities for employers, employees, and future employees must be accepted with renewed commitment.

GOAL: To stimulate economic development in North Carolina through education, training and retraining which enables North Carolina's people to meet the needs of private and public sector employers.

To strengthen extension services, technical services, and current industry programs through the establishment of industrial specialist offices on community college campuses.

To integrate the colleges fully into the local economic development effort and to increase public awareness of the colleges in this role.

To expand retraining opportunities for displaced workers or workers whose skills are becoming obsolete.

To establish small business centers at every community college.

To improve the effectiveness of local program advisory committees and solicit business input systematically at the state and local levels every two years.

THEME V: "Community" College

"It is through the cooperative mode that the community college achieves its distinctiveness. It is to serve the community and it is to do more than that. It is to be creatively occupied with the community. It is the community's college, a vital part of an integrated system of community service."

Edmund J. Gleazer, Jr.,
Former President, American Association
of Community and Junior Colleges

GOAL

To provide community service activities which support local civic, economic, educational and cultural needs, and to establish cooperative relationships between each institution and civic, economic, educational and cultural groups within their service areas.

Community college educators are in partnership with the people in their communities. The colleges exist to serve the interests of the community and do so through selection of the classes they offer, by participating in activities which enrich community life, whether through economic development or cultural and social activities. The wide diversity in the circumstances of North Carolina communities and the resources available to them necessarily implies a unique role for each community college.

Community colleges are major providers of programs for older adults. They offer a wide variety of training for volunteers who perform many functions in the community, including fire fighters, emergency medical technicians and literacy volunteers. Community colleges work with the community schools program to make learning widely available.

Most community college administrators see participating actively in the civic activities of the community as part of their jobs. They are often called upon to help organize community projects, to serve as speakers or to help secure outside resources for community activities. This leadership resource is invaluable, especially in small, rural localities.

Each campus must identify the ways in which it can contribute most effectively to its own local area. No two of the 58 institutions of the North Carolina community college system will, or should, look the same. This diversity is a great strength of the system and must be preserved. The name "community college" serves as a reminder of the institutions' purpose and mission:

The institutions of the community college system shall, as needed, provide comprehensive learning opportunities for the people of their communities. This education takes place in the normal environment of people living in their communities and throughout the different ages and conditions of the people of the community.

North Carolina Administrative Code

College educators often work with local groups to create special programs or classes. Classes are offered at numerous off-campus learning sites in order to provide learning opportunities throughout the communities. These learning experiences can be as varied as an advanced chemistry course for high school students under a cooperative program agreement, a computer course for retirees, or a program of courses on early childhood development for workers in day care centers.

The majority of adults who come to a community college enroll in continuing education courses: in 1986-87, 415,437 individuals enrolled in one or more such classes. The four basic types of continuing education courses are: occupational courses, that provide short-term skills training; academic extension courses; practical skills courses, that provide practical training in skills such as sewing or home auto repair; and avocational courses, that focus on personal/leisure needs.

In 1987, the General Assembly raised the level of state funding for occupational extension courses. This extra funding provides a better response to the training and retraining needs of employers and individuals. As changes in technology accelerate, community colleges are being asked to provide

high quality short-term technical and vocational training in a variety of settings so that working people can keep up with the changes affecting their jobs.

However, at the same time, state funding for academic, practical skills and avocational extension courses was decreased. This funding change has been of particular concern to older adults. Current state policy provides that adults age 65 and older are exempt from course fees for curriculum and extension classes. While all courses are still "free" to senior citizens, the newly instigated funding change has in many instances impaired the colleges' ability to offer a wide variety of extension courses. More study and analysis will be needed to achieve a balance between the colleges' ability to respond to special groups within the community and their responsibility to provide needed vocational and technical training.

Sharing College and Community Resources

Individuals responsible for providing continuing education opportunities for employees, members of a variety of organizations, and the general public frequently call upon college educators for assistance in setting up courses. In turn, colleges draw upon local expertise by bringing citizens onto the faculty as part-time instructors. In addition to helping the college meet short-term or very specific needs for instructors, the availability of local people for part-time work helps bridge gaps between the college and community.

Even when colleges are not directly involved with providing the instruction, they often offer their buildings for special programs or exhibits by outside groups. Community colleges operate on the quarter system and are open year-round. The intensity with which facilities are used sometimes presents problems for colleges that would like to share their facilities with community groups. Space is sometimes simply not available for activities other than serving the primary instructional function of the college.

Colleges are a Cultural Resource

The institutions of the North Carolina community college system are making an important contribution to increasing the accessibility of the arts in our state. Colleges host performances by professional and amateur groups in drama, music, dance and other art forms. Exhibitions of visual arts are often held in campus buildings, featuring works of students, faculty and staff, as well as community and other professional artists. In 34 of the state's 100 counties, a community college is the only non-proprietary educational institution beyond the high school level. These same communities often lack theaters and museums, have poor libraries and lack other resources. The educational and cultural resources provided by community colleges in these areas take on an added importance.

All 58 colleges have a "visiting artist" who is part of a state-funded program to bring the arts to North Carolinians, especially those in rural areas. Artists do not teach regular classes but, as community arts resources, they present workshops, lecture/demonstrations, exhibitions, readings, concerts and other productions. People who may not otherwise have had the advantage of cultural opportunities are enriching their lives through this program which brings the arts to the doorsteps of many citizens.

A Commitment to Community

The colleges of the North Carolina Community College System have had an important impact on the intellectual, cultural and social texture of their respective communities. A myriad of opportunities are available through the colleges that allow individuals to learn and explore their potential without traveling great distances from their jobs, families, or homes. As communities and the people who live within them continue to change, the colleges must respond with appropriate programs and services and work even more closely with the people they serve.

GOAL: To provide community service activities which support local civic, economic, educational and cultural needs, and to establish cooperative relationships between each institution and civic, economic, educational and cultural groups within their service areas.

To obtain adequate levels of funding for avocational, practical skills and academic courses, as well as for personnel to coordinate community services.

To provide community service programs that foster community growth and overall quality of life,

based on a prioritized plan to meet community service needs.

To be active partners with chambers of commerce, private industry councils, merchant bureaus, industrial development commissions, and other economic development groups in community service activities, particularly through local advisory committees and inter-agency councils.

To provide adequate and flexible facilities, equipment and other institutional services to cooperating businesses, agencies, and other non-profit groups for community service activities consistent with institutional goals.

THEME VI: Managing For Effectiveness

"There is good news from America. Good management practice today is not resident only in Japan. But more important, the good news comes from treating people decently and asking them to shine, and from producing things that work."

*In Search of Excellence: Lessons From
America's Best-Run Companies*

Thomas J. Peters and Robert H. Waterman, Jr., 1982.

GOALS

To obtain adequate funding for community college programs and services and to allocate the funding available to the system equitably to meet student needs and achieve system goals.

To assure through a planning process that the community college system has clearly identified priorities, strategies for achieving them, and a means of evaluating effectiveness.

To encourage future-oriented leadership and sound management practices.

To maintain a clear identity, reach potential consumers of education and training services, and increase public support for the North Carolina Community College System and its member institutions.

Effective management practices are as important in higher education as they are in the corporate world. Administrators and other leaders in the North Carolina community college system realize that they must operate within the bounds of a highly complex system. They perceive correctly that they must marshal every available resource, both human and monetary, in order to meet the challenges set before them. As for any complex organization, good management practices are essential for every institution of the community college system.

The North Carolina Community College System provides an extensive array of programs and services. It is a complex educational system involving 58 institutions, 270 different technical and vocational programs, over 3,000 full-time instructors and over 10,000 part-time instructors. In 1986-87 the system enrolled more than 640,000 North Carolinians in one or more of its courses and operated with a total budget of over \$330 million.

Funding

Financial support for the system comes primarily from the state. State funds represent approximately 79 percent of total funding, the largest share of the money for equipment, faculty salaries and, in recent years, new construction on a matching basis. The county in which a community college is located provides funds for land, utilities, building maintenance, other auxiliary services and matching funds for new buildings. Federal funds account for only three percent of the total budget.

The North Carolina General Assembly has provided strong support for the system since its creation 25 years ago. Despite this support, the system remains underfunded in comparison to other segments of education in the state. The need for more adequate funding was identified as a major concern in a 1987 report sponsored by the Z. Smith Reynolds Foundation. This report, "Continuing the Conversation — Observations About Postsecondary Education in North Carolina," examines the strategic issues and decisions facing public and private colleges and the community college system. In examining the community college system, this report concluded that it was highly regarded, but seriously underfunded for some of its most needed functions. In fact, state funding for community colleges has actually decreased over the long term when adjustments for inflation are considered. During the period 1972-73 to 1982-83, inflation-adjusted average state appropriation per student in the community college system decreased by 25 percent. Over this same time period, the per student appropriation for a student in the state's university system remained constant; appropriations for students in public schools (K-12) actually increased by 20 percent.

Faculty salaries are most often at the core of any discussion of underfunding and have been a top budget priority over the last several years. When compared to the salaries of community college faculty in 15 southern states, North Carolina ranks near the bottom. At the same time, community colleges must compete for instructors with the University of North Carolina system, private colleges, public schools, and most importantly, the business community. Colleges continue to lose competent instructors from technical fields to higher paying jobs in industry.

A 1986 study conducted by the Research Triangle Institute entitled, "The North Carolina Community College Study," also recognized that the community college system merits additional funding support. This study noted:

The relatively low levels of educational attainment in North Carolina ensure that two-year postsecondary institutions are uniquely placed to provide an indispensable public service in the interface between student needs for education and training and the demands of the workplace. A strong public commitment to this essential component of higher education in North Carolina is necessary to prevent future economic growth in the state from being compromised. (Emphasis ours.)

Planning — On the Right Track

The leadership of the community college system realizes that additional funding would help the system to achieve more of its goals. Money is definitely important; however, there is also an awareness that spending alone will not solve problems. **Planning, both for the short-term and long-range, is recognized as an essential management tool for decision-makers.** Community college leaders and administrators realize that they must be committed to an on-going planning process if they are to allocate wisely the human and financial resources available to them.

While planning has always been a part of the operation of individual institutions and of the Department of Community Colleges, steps have been taken to formalize the process and to place greater emphasis on planning. The Department of Community Colleges reorganized in 1986 to place the Office of Planning Services within the Administrative Division. This move placed those responsible for planning in a more visible spot organizationally, with direct access to the office of the system president. With the approval and support of the State Board of Community Colleges, the Planning Office is serving as staff to the state-level Planning Committee. This Committee is composed of a member of the State Board of Community Colleges, system presidents, deans and other administrators. The initial results of the Committee's work are evident in this document. Of even greater importance is the fact that this group has instigated a planning process that will be continuous and will include planners and administrators throughout the system.

A newly created Commission on the Future of the Community College System has been established to provide guidance and information from leaders from outside the system. This 23-member commission will provide crucial perspectives and insights for planning future objectives for the North Carolina Community College System. The Commission will also seek information and ideas from a wide range of knowledgeable experts to help them formulate recommendations on the system's future directions.

Marketing — A Management Tool for Educators

Marketing community college education is focused on effective delivery of educational services to those who need them and a clear communication of the mission to all citizens. The Z. Smith Reynolds report, "Continuing the Conversation," noted that some misunderstanding exists concerning the community college system. The report attributed this misunderstanding, in part, to the fact that the system at 25 years is relatively young and that the majority of its programs differ from those available through traditional colleges and universities. Nevertheless, a lack of knowledge or misconceptions can have negative consequences in terms of general support and in efforts to reach those who most need the system's services.

A systemwide marketing survey conducted in 1987 indicated that 16 percent of the 574 North Carolina residents questioned said there was an excellent chance they would attend a community college; another 58 percent said their chances of attending were very good. On the negative side, those who indicated they were less likely to attend also tended to be less well-educated and most in need of further education and training. Even though community colleges maintain low costs, financial reasons

were cited as barriers by some. The community college system must stay in touch with the citizens of North Carolina. It must use effective marketing to target special groups of individuals who need assistance and encouragement in order to succeed at a community college.

Effective Leaders

Community college leaders and administrators are well aware of the importance of good management practices to the system. State Board of Community College members and local trustees have much to contribute. Many of them are successful business people who recognize that principles of effective management are as crucial to the success of educational organizations as they are to businesses. College presidents, vice-presidents, deans and other administrators benefit from ongoing interaction with State Board members and trustees. Nevertheless, all involved in overseeing and managing the community college system and the individual campuses can benefit from opportunities to enhance their effectiveness.

In order to provide the best possible leadership, community college leaders must be future-oriented; they must have access through seminars, workshops, or other means of professional development to information on successful management strategies that are applicable to their situations. State Board of Community College members, local trustees, college presidents, and other administrators can all benefit from opportunities to increase their effectiveness as decision-makers. Those in mid-level management positions who are potential leaders should also be exposed to similar professional development opportunities.

GOAL: To obtain adequate funding for community college programs and services and to allocate the funding available to the system equitably to meet student needs and achieve system goals.

To develop a new method of allocating funds among the institutions in the North Carolina Community College System which insures that institutions receive adequate support for a comprehensive program; which reflects realistic costs for program operation and support, the nature of the service area and the institution, and the mix of program offerings; which takes into account the growing number of part-time students; and which assures reasonable continuity in funding from year to year.

To secure adequate levels of funding for all the major functional areas for which state funds are provided.

To analyze the implications of proposed budget changes so that unanticipated negative effects will be avoided and necessary budget flexibility will be maintained.

To design a comprehensive, high quality educational program plan for the North Carolina Community College System and to work together toward the funding and implementation of that plan.

To provide to the legislature and to the public evidence that the system is effectively addressing public needs and accomplishing positive results.

To increase dialogue and involvement in decision-making, and to focus attention on objective evaluation of ideas and concepts.

To increase institutional flexibility through accountability.

GOAL: To assure through a planning process that the community college system has clearly identified priorities, strategies for achieving them, and a means of evaluating effectiveness.

To maintain a general planning process which provides for regular review, the setting of goals and objectives, and assessment of progress, and to promote the systemwide plan to the General Assembly.

To provide adequate resources to support the planning process, to include adequate funding and staffing at the institutional level.

To provide substantial input from the internal and external constituencies of the system in the planning process through systematic surveys of students, the public and industry, and through development of a state-level environmental scanning system with feedback to the institutions.

To work for stability and predictability in the budget allocation process, through such measures as inclusion in the revision of the funding formula a provision to allow carry-over of funds to support and emphasize good management.

To use priorities and evaluation data which result from the planning process as the basis for management decision-making, including the determination of budget priorities.

To provide assistance through the departmental staff in identifying and applying appropriate measures of effectiveness to programs and services.

GOAL: To encourage future-oriented leadership and sound management practices.

To provide professional development opportunities for the State Board, institutional trustees and the administrative leadership of the department and the institutions, including institutional department chairs.

To provide additional leadership/management training through the allocation of a percentage of the total budget for such training, through local/state policies which establish training guidelines and through identification of a person responsible for staff development training at each institution.

To provide appropriate funding to attract and retain those individuals who have leadership/management skills.

To encourage the use of innovative methods and current technology in management of the department and local institutions and to establish policies and procedures for the system which insure sound management practices and accountability.

GOAL: To maintain a clear identity, reach potential consumers of education and training services, and increase public support for the North Carolina Community College System and its member institutions.

To reaffirm and promote public understanding of the basic philosophy and mission of the comprehensive community college system, with particular emphasis on improved understanding by business, industry, and the legislature.

To promote unity among the community college presidents and active support among the State Board and institutional trustees in support of the legislative program for the system.

To develop an ongoing, high quality public relations effort in support of the community college system which will serve to help identify the role of the community college in the service area.

To develop the capacity of local institutions to improve their marketing efforts through professional marketing staff at the department and at the institutions.

Development of the State Plan: The Planning Process in Action

"Planning for Our Future" was prepared for approval by the State Board of Community Colleges under the direction of a 29-member Planning Committee. Additional input was provided by presidents of the 58-member community college system, staff of the Department of Community Colleges and other administrators from within the system.

Following its initial meeting in January 1987, the Committee studied planning processes and documents from other states and analyzed reports on various approaches to planning in higher education. Dr. Philip C. Winstead of Furman University addressed the Committee in March of that year, providing an overview of the successful planning process that he helped implement there.

The basic process that the Committee adopted followed proven strategies for successful planning in an educational setting. First, the Committee reviewed all available informational resources and identified areas where more information was needed. Data on the state's community college enrollments, economic and demographic data, and other studies contributed to a realistic analysis of the current internal and external factors affecting operations. A special survey was developed to "take the pulse" of system presidents, planners, and other administrators. This "SWOT" survey asked for the educators' perceptions of system and institutional strengths, weaknesses, opportunities, and threats.

After a careful examination of the data and information collected, the Committee developed a list of assumptions about the current environment in which the community colleges operate. A mission statement was developed and presented to both the State Board of Community Colleges and the Community College Presidents' Association. This mission statement was approved by the Presidents' Association and adopted by the Board in September 1987.

For the remainder of 1987, the Committee worked to develop systemwide goals and objectives. Goals were formulated, blended with similar goals and subsequently rewritten. Objectives were suggested, reworded, and prioritized in an effort to insure they met the established goals.

The Planning Committee presented the draft goals and objectives to system presidents in December 1987 at a special planning conference to secure their assistance in developing a final list. During this conference the presidents and committee members divided into small groups, each focused on a single theme which covered one or more goals. Specially trained facilitators helped each group edit or reconsider each goal and identify, discuss, prioritize and select objectives. This in-depth analysis set the stage for follow-up activities by personnel at the individual colleges.

"Planning for Our Future" contains the results of these efforts. The Planning Committee has reviewed the objectives developed at the Presidents' Conference and edited them in the context of the overall process. The planning process continues with the delineation of responsibility for achieving each objective: the identification of specific actions which will advance progress on the objective, dates for completion, measures for progress and identification of necessary resources. The Planning Committee will seek to insure that these objectives guide budgetary and other decisions which will affect the system's ability to carry out its goals and monitor activities addressing the goals to determine whether they prove to be appropriate and effective. Regular reports will be made to the State Board of Community Colleges on the progress of the planning process.

The Planning Committee will continue to develop the process for institutionalizing planning as an activity to be carried out by the system at the state level. It will study changes in the social, economic and demographic make-up of the state and nation as well as examine the data which indicate how the system is meeting the needs of North Carolinians. It will seek ways of ensuring that the State Board receives appropriate information and recommendations for future courses of action, and that presidents and other administrators at local campuses are involved on a continuing basis in the planning process.

In addition, the Planning Committee has recommended to the 58 member institutions that the statewide goals and objectives be incorporated into each campus' planning system. Recognizing the wide diversity of the institutions within the North Carolina Community College System, not every college will address every goal in the same way or with the same emphasis.

In a very real sense, "Planning for Our Future" is only a beginning. The most difficult parts of the process remain to be accomplished as we continue to develop a dynamic community college system in North Carolina which meets both the present and future needs of our citizens.

Planning Assumptions

American economic, social and political life can be expected to continue changing rapidly in the foreseeable future. In order to plan effectively for that future, the Planning Committee has developed a common set of assumptions. These assumptions identify the dominant social, economic, political and educational issues which are expected to impact on the planning process and decision-making in the next five to ten years.

Since long-range planning is based upon available data, past experiences, and projections about the future, planning assumptions also give direction to the formulation of specific objectives and strategies. While the list below focuses on North Carolina as a whole, they may have a greater or lesser impact on individual member institutions. Within this context, those issues most likely to influence the North Carolina Community College System in the coming decade include:

1. The population of North Carolina will continue to grow during the period 1987-2000, though some counties will not share in that growth. The age groups 40 and above will compose a much larger share of the population, and the percentage of youth will decline.
2. The rates of adult literacy, high school graduation and college-going will increase in North Carolina, but will continue to lag behind national rates.
3. North Carolina's average per capita income will continue to increase gradually in comparison with the national average, but the gains will be concentrated among people in urban areas, especially in the Piedmont. North Carolina's average wage will continue to be low when compared to the national average.
4. The population in poverty will continue to be disproportionally composed of rural people, the elderly, women, children and minorities.
5. The advance of technology is pervasive throughout modern society. Major technological changes affect educational institutions' ability to maintain up-to-date equipment, curricula, instructional support and delivery systems.
6. Manufacturing will use more sophisticated technology and employ fewer people. Those who are employed in manufacturing will need higher level skills.
7. Most new jobs will be in trade and services and small businesses of all kinds. Most new jobs will require good communication and technical skills.
8. Retraining people displaced from traditional industries will continue to be a major need. Many of these individuals will be unskilled, many will be located in rural areas and many will be women.
9. The North Carolina Community College System will receive increased state and federal funds as government responds to the obvious need for more education and training.
10. The North Carolina General Assembly, as well as other groups and agencies external to the system which set program requirements and/or which provide funding, will continue to raise their expectations for performance and accountability.
11. Headcount enrollments will grow faster than in the past eight years and will continue to increase faster than FTE.
12. Enrollments will grow most rapidly among non-traditional students. Many will be older, part-time, employed and less interested in credentials than in acquiring knowledge and skills.
13. Maintaining qualified staff will be difficult in the face of several continuing trends. These include: comparatively low salaries, a shortage of funded positions in support categories, aging administrative and instructional personnel, higher accreditation standards and the difficulty of maintaining up-to-date technical knowledge, facilities, and equipment.
14. Many North Carolina adults will continue to need developmental and remedial education programs, aptitude assessment, career planning, counseling and placement services.

15. Some groups, including Blacks, the economically disadvantaged and handicapped, will continue to be underrepresented in postsecondary education. Special efforts will be needed to recruit this population, and to provide special support services that ensure their success in education and training programs.
16. Quality will continue to be an expected characteristic of the North Carolina Community College System. Increased funding will be necessary to meet the needs for increased services, new and better programs, qualified personnel, modern facilities and equipment.

Definitions for Planning

The following set of definitions was accepted by the Planning Committee to guide them in their discussions and to serve as a guide for others involved in planning for the community college system.

Mission

A statement of overall purpose and philosophy which describes why the system exists, the educational needs it fulfills and its unique nature.

Goals

A goal provides focus and direction. Goals are challenging tasks, derived from the Mission Statement, which serve as a guide for the development of specific objectives. Goals may deal with output or products necessary to make programs effective.*

Objectives

An objective is a careful estimate of a very desirable future result that you believe can be achieved through your efforts and for which programs will be planned and resources allocated. Objectives must be derived from a careful analysis of future developments and potentials as well as historical data and the projection of past experience. An objective must meet the following criteria:

1. Feasible — It can be done.
2. Suitable — It will be done.
3. Acceptable — You are willing and able to pay for it.
4. Achievable — By you, and you understand how.

It is desirable that objectives also meet the following criteria:

5. Adaptable — It can be changed.
6. Measurable — Progress can be measured and results evaluated.
7. Firm determination — You are committed to pursuing the objective, but only as long as it continues to meet the essential criteria.

*Definition courtesy of Philip C. Winstead, Coordinator of Institutional Planning and Research, Furman University, Greenville, South Carolina.

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AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

PLANNING FOR OUR FUTURE

Phase II: Setting the Pace

Prepared by the
Planning Services Section
6/8/89

Progress Toward Goals and Objectives in the Long-range Plan

PLANNING FOR OUR FUTURE
Phase II: Setting the Pace

**An Interim Assessment of
Progress Toward Goals and Objectives in the Long-range Plan**

Plans are abundant; they clarify and codify what we intend to do. Assessments are rare; they say what we did. Rarer still, assessments reveal the relevance of what we did to what we intended to do.

Assessment is vital in renewing the planning cycle and is an integral part of the planning process. Assessment involves "stepping outside of" the organization and deliberately reflecting on our circumstance. This is useful not only in revealing progress toward the achievement of goals and objectives, but also for uncovering what has yet to be done. Adaptation to the environment may require the development of new goals and objectives or the elimination of those no longer germane.

This document is an interim assessment of progress toward the goals and objectives that were adopted by the State Board of Community Colleges in May, 1988. The goals and objectives were the basis for the funding request that is still before the General Assembly at this time (June, 1989). In addition, they are the background against which the Commission on the Future of the North Carolina Community College System has made its recommendations.

While it is appropriate and desirable that an assessment of progress toward these goals and objectives be made at this time, a full and comprehensive assessment would require resources beyond those currently available to the Department of Community Colleges. There are now several efforts underway which will greatly expand the capacity for assessment. The Management Support System Task Force is the most important of these efforts. Through a comprehensive study, the dimensions of a database and process for support of management decisions is being developed. In a parallel effort, the Planning Committee is developing "critical success factors" for the system in response to a legislative mandate. Finally, institutions are responding to new accreditation requirements by developing planning and evaluation systems oriented to outcomes measurement.

Phase II: Setting the Pace is the first assessment of the North Carolina Community College System long-range plan (Planning For Our Future, Phase I: Setting the Direction). It is a precedent for our system and also a rarity for most educational organizations.

Methodology

In the fall of 1988, participants from the colleges and the department met to identify readily available information which could be used to measure progress toward the goals of the plan. Since this meeting, information has been gathered from all divisions of the Department of Community Colleges and many other sources to assess implementation of the goals and objectives of the plan. Planning staff authored reports on areas where information was not readily available. From these data was compiled a summary assessment of progress attained toward the plan's fourteen goals. All original data sources are maintained in the Planning Services Section office should further

information be desired.

Each goal assessment consists of the following format:

- * statement of the goal and objectives,
- * statement of evidence of progress made toward goal accomplishment,
- * considerations of salient achievements and lack of achievement for each goal, and
- * sources of goal evaluation.

This document is meant to be a practical paper. Brevity and succinctness were considered important in enhancing its use for feedback into the planning process. Future assessments will place a greater focus on goal objectives as our assessment capability becomes more seasoned. The utility of assessment will increase as the system becomes accustomed to self-evaluation.

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Goal I : To assure quality in each of the system's instructional programs.

Objectives

To employ a continuing cycle of effective planning, evaluation, and improvement of programs at each institution.

To assure that all institutions maintain accreditation by the Southern Association of Colleges and Schools and appropriate program accreditation.

To maintain a process of program approval which is responsive to community and statewide needs while exercising good stewardship of the state's resources.

Evidence of Progress Toward Objectives

Program improvements

- * 31 of our colleges have received assistance in institutional planning from DCC planning personnel.
- * 7 colleges were reviewed for reaffirmation in 1988, by the Southern Association of Colleges and Schools.
- * 51 new curriculums were approved last year, and 32 curriculums are pending State Board approval.
- * 995 curriculums, of over 1700, were submitted for review in 88-89.
- * 4 Curriculum Improvement Projects were active in 88-89.
- * Approximately 211 programs have been accredited or approved by federal, state or professional associations.
- * 14 programs have been terminated due to insufficient enrollment in 88-89.
- * State Board policy hearings are being conducted to examine a recommended process for program review.

Student success

- * 2,416 of our students transferred to the UNC system in 1987, a 3.3% increase over the previous year.
- * 59.2% more of our students have transferred to private senior institutions since 1977, with 1,137 transferring last year.
- * The Student Follow-up Study, presented in June '88, reported that 87.4% of those students who had completed their programs of study were employed and 78% were employed in their field of training.

Considerations

Program review policy hearings will be concluded in 1990. Preparation should be made to institute recommendations coming from those hearings.

The "critical success factors" called for by the General Assembly and currently being defined by community college personnel, will need to be integrated into the planning processes currently in place. Critical success factors are the key functions that must go right for the system or institution to fulfill its mission and goals.

Student outcome measures are generally lacking. The effort to develop and provide data on student goals and progress toward those goals will be a major focus requiring time, energy and financial commitments. Quality cannot be fully assessed without these measures.

The Commission on the Future of the North Carolina Community College System recognizes the system's heritage of quality instruction, but simultaneously portends the need to develop student assessments, cultivate and reward "exemplary instruction and administration," and eliminate barriers to student access.

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Goal II: To strengthen teaching and learning throughout the colleges of the North Carolina Community College System.

Objectives

To regenerate effective, innovative, and professional teaching practice, updating both methods and materials, and providing recognition and rewards for excellence.

To expand the system's capacity for innovation in programming and instruction.

To reevaluate and modify curricula on a regular basis to assure that they provide the skills required for employment.

To develop methods and materials for identifying expected instructional outcomes and assessing whether they are attained.

Evidence of Progress Toward Objectives

Teacher regeneration

- * The "Excellence in Teaching" award has been given each year since 1986 in recognition of instructors who have consistently demonstrated excellence in teaching and service. The winner receives a cash award of \$1,500 and four finalists receive awards of \$250.
- * In the most recent student follow-up survey, 58% rated the quality of instruction as excellent. 51.1% rated the course content as excellent.
- * 29 in-service curricular workshops served over 1000 participants.
- * The Building Instructional Skills Program (BISP) offers workshops in teaching techniques based on an instructor's skill level.

Program innovation

- * 4 curriculums new to the system were approved by the State Board in 88-89.
- * 4 Curriculum Improvement Projects were active in 88-89.

Curriculum evaluation

- * 995 curriculums, for over 1700 programs, were submitted for review in 88-89.

Materials development

- * 14 competency-based curriculum manuals were developed to assist instructors.

Considerations

A method of assessing educational outcome is needed. This is particularly important with the current emphasis on accountability. Innovation in programming and instruction needs to be supported with increased resources and recognition for excellence.

The Commission on the Future calls for the development of a student tracking system for monitoring progress toward goals.

Sources

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Goal III: To attract, retain and support highly qualified institutional and departmental personnel.

Objectives

To provide an expanded professional development program for faculty and instructional support personnel, based on needs and function analysis, to include technical upgrading opportunities, improvement of instructional skills, opportunities for academic graduate work and release time to participate in these programs.

To incorporate an expanded personnel development program into the ongoing planning and management of each institution and the department.

To raise system employee salaries to the regional and ultimately to the national average. This will require a unified, well-documented effort to increase understanding of the need for competitive salaries and their benefits in increased quality and improved morale.

To seek flexibility in the allocation of salary funds from the General Assembly to permit institutions to recognize excellence through salary increases and to compete in the market for highly qualified personnel.

Evidence of Progress Toward Objectives

Professional development

Under the aegis of the Academy of Professional Development the following activities transpired:

- * The Professional Development Program offered 175 workshops during the past year to over 6,400 instructors.
- * The EDNET telecommunications network scheduled ten teleconferences in 88-89 for "distant learning" opportunities.
- * 2,500 faculty members participated in the Professional Competence Program to update knowledge in their fields of expertise.

Faculty salary

- * N.C. community college faculty salaries have risen, on average, 6.1% per year over the last five years, but are still well below the Southeast average.

Considerations

The long-range plan and the Commission on the Future recommend that each college submit a personnel policy plan. Additionally, the Commission's report recommends that 1% of the system's operating budget be reserved for professional development programs.

Despite an upward trend in community college faculty salaries, North Carolina is not competitive with other states. Our faculty salaries rank 48th in the nation. The Commission of the Future recommends that faculty salaries be raised to the median level in the Southeast by 1992.

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Goal IV: To provide a quality learning environment by acquiring and maintaining up-to-date facilities and equipment.

Objectives

To develop an equitable plan for establishing State Board construction priorities, focused on meeting student needs and making use of objective measures.

To secure funding sufficient to provide adequate, well-maintained facilities and equipment for high quality programs in all program areas, including literacy and continuing education, and flexible space for community service activities.

Evidence of Progress Toward Objectives

The Community College System uses space efficiently and has relatively well-maintained facilities, when compared to other types of public educational institutions. They also have the greatest number of FTE students per square foot of academic facilities.

- * Space utilization is measured by the capacity/enrollment ratio (total instructional and library space divided by student clock hours). The community college average is 3.67, compared to 4.81 for major public research universities or 5.77 for general baccalaureate universities. Some variation exists among the colleges, with the highest ratio (meaning the lowest level of space utilization) at 8.47, the lowest at 2.09. The space utilization data are used to rank the capital construction needs across the Community College System.
- * Most (91.3%) of the community college campus buildings fall in the satisfactory condition--those suitable for continued use with normal maintenance. As a contrast, only 43.5% of the Major Public Research Universities' buildings are in satisfactory condition!

At present, Community Colleges have approximately \$130 million invested in equipment, with 28.4% of that depreciated. Annual appropriations have ranged from \$13.8 to \$18.8 million over the past five years.

Considerations

The data that are available leave many unanswered questions about the adequacy and appropriateness of facilities and equipment. Further study is necessary. The central question is: are the students' and industries' needs being met with the current facilities and equipment? For example, system-wide data are not available to indicate for individual institutions whether the extant facilities are serving appropriate functions. Are the efficient use of space and high numbers of FTE students per square foot merely an indication of overcrowding? Data also are not available on the age and technological status of the equipment--does it meet the technological needs of North Carolina's businesses and industries? Standard, objective measures are needed to provide a picture of each institution's status and needs for facilities and equipment.

Sources

North Carolina Administrative Code, Title 23--Department of Community Colleges, Chapter 2--Department of Community Colleges.

Planning Services Section, NC Department of Community Colleges, A Matter of Facts: The North Carolina Community College System Fact Book, Raleigh, NC, 1988.

State of North Carolina Higher Education Comprehensive Planning Program, Facilities Inventory and Utilization Study 1987, Chapel Hill, NC, 1988.

Goal V: To provide educational access to all adults with the desire and ability to benefit from the community college system's program offering.

Objectives

To maintain tuition and fee levels within reach of low-income citizens.

To increase availability and accessibility of system offerings by being more consumer-oriented in scheduling; by insuring provision of student services such as transportation, child care and related services and orientation of students and their families; by providing financial assistance; by offering a wide range of courses at satellite campuses; and by ensuring that assessment and enrollment procedures facilitate student progress.

To emphasize marketing efforts which will increase participation by North Carolinians in postsecondary education, especially among groups which are historically underrepresented.

To provide remedial instruction, counseling, assessment, placement and other support services which will ensure that the open door does not become a revolving door.

Evidence of Progress Toward Objectives

Tuition costs

- * Despite tuition increases of 92% since 1977, North Carolina's in-state tuition is considerably lower than that of the contiguous states.

Accessibility

- * Financial aid in the form of scholarships, grants and awards totalled \$4,285,890, serving 16,553 students, in 87-88.
- * Current night time enrollments are 44% and 43% for curriculum and extension students respectively.
- * See Goal VII, student support services.

Marketing

- * According to the most recent student follow-up study, 95% of the respondents said they would recommend their curriculum program to a friend; 98% would recommend the institution.
- * Only 9.7% of community college students could fairly be labeled as dropouts in 1986. Only 5% left due to dissatisfaction with the program.

Considerations

Tuition costs constitute a small portion of a student's expenses. Tuition is about the only financial break a community college student receives. Efforts to raise tuition should be tempered with these considerations. Additionally more financial aid needs to be available in the form of grants and deferred interest loans. The financial aid structure favors the

full-time, full-year student. Although costs are less at a community college than at a four-year institution, the availability of financial aid is also less.

Courses must continue to be available at night, weekends and other times to support students who are employed full-time and have family obligations. Concomitantly, student support services such as counseling, registration, the business office and the LRC should also be available. Students need more counseling, tutoring and help outside of class to keep them inside the class.

The Commission on the Future discusses the need for expansion of child care access on campus either directly or on a contract basis. It also mentions the need to raise public awareness of community college opportunities via marketing strategies.

Sources

MDC, Chapel Hill, NC. LIFETIME LEARNING, 1987.

Planning Services Section, DCC. A MATTER OF FACTS, 1989.

Planning Services Section, DCC. STUDENT FINANCIAL AID: AVAILABILITY, TRENDS AND RECIPIENTS, 1989.

Research and Information Services, DCC. FOLLOW-UP STUDY, 1987.

Goal VI: To increase literacy levels significantly in North Carolina.

Objectives

To increase the number of adult high school and GED graduates to surpass the number of annual dropouts from high school.

To improve linkages and increase support among business and government agencies for literacy programs.

To improve the quality of literacy education programs.

To improve retention and success rates of students enrolled in the literacy program.

To market the literacy programs broadly, with special emphasis on identifying the target groups most in need of service.

Evidence of Progress Toward Objectives

AHS and GED graduates to surpass dropout

- * There are approximately 23,000 high school dropouts each year. In 1988, 16,263 individuals received GED or AHS DP diplomas.
- * For the last seven years the high school dropout rate has averaged 33%, during the same time 16.2% of the targeted population has been served by an ABE, AHS, GED or CED program.
- * 597,420 adults were served in literacy programs over the past 7 years.

Business linkage

- * There are 218 workplace literacy sites.
- * Broyhill Industries in conjunction with Caldwell Community College and surrounding counties, entered into a cooperative arrangement to provide ABE classes at the work site.

Literacy program quality

- * 16,481 classes were offered in literacy training in 86-87.
- * A model literacy training program for instructors is being developed by Appalachian State University.
- * An ADULT EDUCATION PROGRAM GUIDE was published which lists 63 ABE program learning objectives to establish parameters for ABE programs statewide. Also included is a collection of teaching techniques used by instructors at 15 different colleges.
- * Roanoke-Chowan Community College was funded to develop a model to teach effective writing to ABE students.
- * Project READY, at Central Piedmont Community College, has produced a Learning Style Survey consisting of an interactive videodisc that

assesses the preferred learning style of low-literate adults, and project READY has also produced a microcomputer-based reading course containing a series of exercises designed to improve reading comprehension.

Retention

- * The retention rate is 33% among adults during some portion of a two to four year literacy program.
- * There are approximately 1,700 off-campus sites providing literacy training.

Marketing

- * A promotional package was developed and distributed to market state and local efforts to provide literacy training.

Considerations

Activities across the state are addressing the literacy goal and objectives. With the urgent need to eradicate illiteracy, the most pressing matter is to "increase the number of adult high school and GED graduates to surpass the number of annual dropouts from high school." We are currently at a AHS-GED/dropout ratio of .7 to 1.

The Commission on the Future calls for nothing less than an overhaul of adult basic education and literacy training: "Community colleges should turn the existing array of offerings into a comprehensive system for increasing the employability of undereducated ... adults."

Sources

Adult and Continuing Education Division, DCC. QUALITY IMPROVEMENT MEASURES IN LITERACY PROGRAMS, 1989.

Marketing Services Section, DCC. INVITATION TO PROFIT, 1989.

Planning Services Section, DCC. AN EXAMINATION OF COLLEGE GOING RATES, THE STATE AND THE NATION, 1989.

Goal VII: To provide support services which enable all students to enroll in appropriate programs, continue to make progress and meet their educational goals, including specialized services for the academically and economically disadvantaged, the handicapped and other adult groups needing special help.

Objectives

To provide adequate instructor and staff time to assist students with comprehensive student development services.

To increase support for community college financial aid programs with emphasis on low-income students.

To improve testing and assessment to provide an adequate basis for course placement and program advisement.

To develop special support programs/activities to encourage high-risk students to remain in college.

To provide increased information to community groups, high school counselors and others about the student support services which are available.

Evidence of Progress Toward Objectives

- * The 16 grants provided under the sex equity program provide a variety of support services to women such as: child care assistance, support group counseling, workshops and transportation assistance.
- * In 88-89, 1,223 corporate scholarships were awarded with a total value of \$520,300.
- * 35,581 students received financial aid in 87-88 totaling \$20,735,832. The average amount of aid received was \$582.78.
- * Counseling and training from the Human Resources Development program (HRD), resulted in 82% of the 5,162 completers obtaining employment or pursuing further skill training.

Considerations

Costs are still a major barrier to students desiring a community college education. A typical student incurs educational expenses which include tuition, books, transportation, room & board, etc. The current financial structure favors traditional full-time students at a four-year college. Although costs are less at a community college, financial aid is also less. Financial aid for low-income students must be more liberal. Even though tuition is a relatively small cost, in order not to exacerbate a difficult financial situation, tuition should be kept nominal.

Student tracking systems should be devised to improve testing for course placement.

Methods of increasing counseling services are needed for student development, retention and completion.

The Commission on the Future is cognizant of barriers preventing adults from entering the system. Three recommendations directly address the issue of access: reduction of financial barriers, expansion of child care, and an examination of factors inhibiting entry.

Sources

Adult and Continuing Education Division, DCC. Activity report of the Human Resources Development program, 1989.

Adult and Continuing Education Division, DCC. SUMMARY OF SCHOLARSHIPS, 1989.

Federal Compliance Services, DCC. Sex equity program files, 1989.

Planning Services Section, DCC. STUDENT FINANCIAL AID: AVAILABILITY, TRENDS, AND RECIPIENTS, 1989.

Goal VIII: To improve cooperative relationships with public and private schools, colleges and universities.

Objectives

To raise to the national average the percentage of North Carolina high school graduates who enter postsecondary education.

To increase participation in cooperative programs with high schools, including formal "2+2" programs.

To improve awareness of community college programs among elementary and secondary school counselors, students, and parents and to market community colleges as a first choice.

To facilitate the transfer of students among postsecondary programs and institutions.

To increase student access to specialized vocational/technical programs by encouraging program partnerships between neighboring community colleges.

Evidence of Progress Toward Objectives

Enrollment in postsecondary education

- * 13.4% of North Carolina's population 25 and older hold college degrees compared with 16.3% nationally. North Carolina ranks 43rd.
- * 9.2% more North Carolinians enrolled in college between 1981-1986. This growth outpaced that of the southeast and the nation.

Cooperative programs with high schools

- * There are 51 cooperative agreements between the public secondary school system and community colleges.

The community college choice among high school students

- * 23.8% of high school graduates planned to enter a community college in 1987.
- * Since 1977, the portion of high school graduates planning to enter a community college has grown by 17.8%.

Transfers between postsecondary institutions

- * Community colleges have 63 curriculum contracts with private schools, senior institutions or other organizations.
- * From 1978-1987, transfers from the community college system have increased 9.6% for public senior institutions and 59.2% for private senior institutions.

Transfers between community colleges

- * There are eight consortium programs within the system involving ten different curriculum programs.

Considerations

Currently, a joint committee composed of individuals from the SBCC and Public Instruction is working to expand cooperative agreements between the schools. A set of program guidelines will be published in June, 1989. This year the state boards of all three public education systems (public instruction, community colleges and the university network) had a joint meeting. This is slated to occur annually.

North Carolina has to be prepared for dual phenomena. The number of eighteen year olds is shrinking. Of more concern is the increase in high school dropouts. Ironically the predicted high school dropout rate will continue to feed the most uneducated reservoir of potential students for the community college system.

The Commission on the Future calls for coordination of cooperative efforts between the system's chief executive officers to improve educational attainment in North Carolina. The commission also recommends cooperation in curriculum coordination, information exchange and improvements in transfer rates.

Sources

Planning Services Section, DCC. AN EXAMINATION OF COLLEGE GOING RATES, THE STATE AND THE NATION, 1989.

Planning Services Section, DCC. STUDENT MIGRATION PATTERNS IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM, 1989.

Program Services Section, DCC. A series of reports on consortium, cooperative agreements and contracts. 1989.

Goal IX: To stimulate economic development in North Carolina through education, training and retraining which enables North Carolina's people to meet the needs of private and public sector employers.

Objectives

To strengthen extension services, technical services, and current industry programs through the establishment of industrial specialist offices on community college campuses.

To integrate the colleges fully into the local economic development effort and to increase public awareness of the colleges in this role.

To expand retraining opportunities for displaced workers or workers whose skills are becoming obsolete.

To establish small business centers at every community college.

To improve the effectiveness of local program advisory committees and solicit business input systematically at the state and local levels every two years.

Evidence of Progress Toward Objectives

Local economic development

- * 613 industries were served through the Focused Industrial Training Program (FIT) designed to update traditional industrial operations. The FIT program presented 557 classes to 4,766 trainees.
- * 12,263 trainees were served in 1987-1988 in the New and Expanding Industry program.

Retraining

- * Enrollment in occupational extension programs totaled 244,254 in 1987-88, an increase of 9.3% over the previous year.
- * More than 5,000 North Carolinians completed instruction in the Human Resource Development program (HRD). HRD provides chronically unemployed adults with prevocational training and counseling. 82% of the enrollees were placed in jobs or further skill training.
- * The JTPA program, intended to help citizens keep pace with advancing technology, sponsored 42 projects in 34 colleges, serving 2,990 participants.

Small business centers

- * 50 Small Business Centers are currently in operation. This year 32,654 individuals participated in 1,368 small business center activities. There were more than 5,000 counseling sessions and 4,541 referrals.
- * Since 1983, 50 Small Business Centers have been established. Plans are underway to have a center at every college within two years.

Considerations

A systematic method of soliciting business input needs to be established at both the state and local levels. This follows hand-in-hand with an increased presence in the local economic development efforts.

Additionally, more work is needed to improve the effectiveness of local program advisory committees.

In its report, GAINING THE COMPETITIVE EDGE, the Commission on the Future recommends that the system expand its capacity to provide customized training to increase productivity; improve its ability to develop the basic skills of the workforce; increase its outreach to business and business involvement in programs through advisory committees; and expand the small business network.

Sources

Planning Services Section, DCC. A MATTER OF FACTS, 1989.

Goal X: To provide community service activities which support local civic, economic, educational, and cultural needs, and to establish cooperative relationships between each institution and civic, economic, educational and cultural groups within their service areas..

Objectives

To obtain adequate levels of funding for avocational, practical skills and academic courses, as well as for personnel to coordinate community services.

To provide community service programs that foster community growth and overall quality of life, based on a prioritized plan to meet community service needs.

To be active partners with chambers of commerce, private industry councils, merchant bureaus, industrial development commissions, and other economic development groups in community service activities, particularly through local advisory committees and inter-agency councils.

To provide adequate and flexible facilities, equipment and other institutional services to cooperating businesses, agencies, and other nonprofit groups for community service activities consistent with institutional goals.

Evidence of Progress Toward Objectives

State support for the community service activities of the colleges has been placed on a more stable footing.

Each Community College submits a "Community Service Program Plan", in which their expectations for the coming year are outlined.

- * Colleges expend \$6,780,747 on community service programs, with 46% going to programs for the general public, 30% for senior citizens, 15% for immured groups, and 9% for cultural and civic activities.
- * Enrollments come from three groups: 52% from the general public, 32% from senior citizens, and 16% from immured groups.
- * Examples of cultural and civic activities include: plays; concerts; lecture series; dance recitals; art exhibits; black heritage celebrations; teleconferences; craft exhibits; folk music and oral history presentations; and single parent support group seminars.

The funds are administered primarily by a full-time staff person, who is assisted by the Coordinator for Extension Programs in the use of the funds. An annual report is submitted each year, and the funds are audited by the Department.

Considerations

The current administrative arrangement for state support of community services offers an opportunity to put this role in its proper place as an essential function of a comprehensive community college.

Sources

Adult and Continuing Education Division, Department of Community Colleges,
Community Service Program Report, 1989.

Goal XI: To obtain adequate funding for community college programs and services and to allocate the funding available to the system equitably to meet student needs and achieve system goals.

Objectives

To develop a new method of allocating funds among the institutions in the North Carolina Community College System which insures that institutions receive adequate support for a comprehensive program; which reflects realistic costs for program operation and support, the nature of the service area and the institution, and the mix of program offerings; which takes into account the growing number of part-time students; and which assures reasonable continuity in funding from year to year.

To secure adequate levels of funding for all major functional areas for which state funds are provided.

To analyze the implications of proposed budget changes so that unanticipated negative effects will be avoided and necessary budget flexibility will be maintained.

To design a comprehensive, high quality educational program plan for the North Carolina Community College System and to work together toward the funding and implementation of that plan.

To provide to the legislature and to the public, evidence that the system is effectively addressing public needs and accomplishing positive results.

To increase dialog and involvement in decision-making, and to focus attention on objective evaluation of ideas and concepts.

To increase institutional flexibility through accountability.

Evidence of Progress Toward Objectives

The General Assembly has adopted provisions that will allow greater flexibility in planning expenditures and spending at the local level. The provisions will apply as of July 1, 1989. "Critical success factors" are being developed to facilitate accountability through assessment of progress toward goals.

The Commission on the Future has recommended a major increase in the funding for the community college system, to bring the average amount expended per student up to the national average for all two-year colleges over a six-year period. The General Assembly is considering a bill which would adopt the Commission's report and commit to the funding outlined.

Leaders of the system -- local trustees, presidents and state personnel -- are meeting together regularly. Several mechanisms facilitate consultation; among them are: the Presidents' Advisory Committee, the Planning Conference, increased participation of departmental personnel in Presidents' Association events, joint meetings of the Trustees, the State Board, the presidents and department personnel.

Considerations

At this time it is unclear whether revenues will be available to finance the restoration fund and other budget priorities of the system. Without these funds, the system's ability to make progress toward implementing the recommendations of the Commission on the Future will be limited.

The advances in budget flexibility which have been made will help local administration, but cannot replace the additional funds which the Commission reported and the leadership of the system confirms are sorely needed. The Commission on the Future report recognized that the ability of the system to meet North Carolina's needs is dependent upon the system's ability to maintain high quality programs and support increased planning, accountability and innovation; all of which are dependent to some extent upon new funding.

Goal XII: To assure through a planning process that the community college system has clearly identified priorities, strategies for achieving them, and a means of evaluating effectiveness.

Objectives

To maintain a general planning process which provides for regular review, the setting of goals and objectives, and assessment of progress, and to promote the systemwide plan to the General Assembly.

To provide adequate resources to support the planning process, to include adequate funding and staffing at the institutional level.

To provide substantial input from the internal and external constituencies of the system in the planning process through systematic surveys of students, the public and industry, and through development of a state-level environmental scanning system with feedback to the institutions.

To work for stability and predictability in the budget allocation process, through such measures as inclusion in the revision of the funding formula a provision to allow carry-over of funds to support and emphasize good management.

To use priorities and evaluation data which result from the planning process as the basis for management decision-making, including the determination of budget priorities.

To provide assistance through the departmental staff in identifying and applying appropriate measures of effectiveness to programs and services.

Evidence of Progress Toward Objectives

State planning process

- * A long-range plan, PLANNING FOR OUR FUTURE (to which this is a response), was adopted by the State Board in April, 1988.
- * A bi-phasic planning process has been devised consisting of (1) the development of goals and objectives and (2) assessment.

Institutional planning

- * Direct assistance in planning was provided to more than 40 of the 58 colleges in 1988-89.
- * A planning guide for the colleges was prepared and a quarterly planning newsletter is distributed to presidents, planners and systems administrators.

Internal and external input

- * The Commission on the Future report, GAINING THE COMPETITIVE EDGE, provides a direction for the system's future, generated by leaders from across the state.

- * The annual State Board and planning conference are avenues of input into the plan's conceptual framework. The system level planning committee provides feedback and addresses execution of the plan.

Data for decision-making

- * The system factbook, A MATTER OF FACTS, was developed to provide information in support of managerial decisions. It will be updated annually.
- * Tables, charts and other information to support planning were included in each issue of the planning newsletter.
- * Several issues papers were developed germane to planning concerns facing the system.

Measures of effectiveness

- * This document is a precedent for the system in evaluating progress toward goals and objectives delineated in the long-range plan, PLANNING FOR OUR FUTURE.

Considerations

The planning structure has been solidly established and well on its way in guiding system and college level priorities. Much work is left in providing for stability and predictability in the budget allocation process. A systematic means of environmental scan is slated for development this year. This document is a step forward in the annual assessment of the long-range plan.

Critical success factors, mandated by the General Assembly and being developed by department and institutional personnel and the planning committee, will play a significant role in providing system and institutional measures of accountability. The Commission on the Future believes the absence of goals and a process for measuring and communicating program effectiveness contributes to a general lack of accountability.

The Commission on the Future called for establishment of an annual planning process at each local college with plans to be submitted to the State Board for review. It also endorsed a strengthened system-level planning process in which the State Board will adopt strategic goals for the system.

Sources

Planning Services, DCC. PLANNING FOR OUR FUTURE.

Planning Services, DCC. THE PLANNING PROCESS.

Goal XIII: To encourage future-oriented leadership and sound management practices.

Objectives

To provide professional development opportunities for the State Board, institutional trustees and the administrative leadership of the department and the institutions, including institutional department chairs.

To provide additional leadership/management training through the allocation of a percentage of the total budget for such training, through local/state policies which establish training guidelines, and through the identification of a person responsible for staff development training at each institution.

To provide appropriate funding to attract and retain those individuals who have leadership/management skills.

To encourage the use of innovative methods and current technology in management of the department and local institutions and to establish policies and procedures for the system which insure sound management practices and accountability.

Evidence of Progress Toward Objectives

Professional development

- * An Executive Management and Leadership Development Institute has been designed and slated for implementation in the Fall of '89. The first component of the Institute is the Advanced Management Applications Workshop consisting of three phases: (1) a week-long intensive workshop using a combination of speakers and participative methods, emphasizing leadership development; (2) a week of mentoring with an experienced president; (3) one or more one-day events pertaining to information about the system; e.g., orientation to DCC, meeting with SBCC.
- * Training videos and accompanying materials are being prepared for trustees in the system.

Local staff development coordinator

- * All 58 community colleges have a Professional Development Institute (PDI) representative.

Funding to retain good managers

- * In March, a study commissioned by the State Board of Community Colleges, found that presidential base salaries are below the average of the competitive labor market. The objective of the salary structure, to be implemented July 1, 1989, is to provide competitive starting salaries and retention of presidents through annual salary increases.

Enhancement of innovation and application of technology in management

- * The establishment of the I.E. Ready Award, the Excellence in Teaching Award and the annual President's awards for DCC staff encourages leadership through the acknowledgement of those who excel.

- * The management support system task force is actively engaged in determining what information is needed by decision makers.

Considerations

Demonstrable progress has been made toward the advancement of Goal #13, management development. Professional development opportunities are well on their way to fruition. The funding and execution of the salary study can assure that presidential salaries are objectively determined and maintained.

A means to incorporate the use of innovative management techniques and current technology has not yet been devised.

The Commission on the Future recommended an enhanced leadership development program for the system to include a more rigorous graduate program and fellowships for graduate study.

Sources

Peat Marwick, Certified Public Accountants. DEVELOPMENT OF A COMPREHENSIVE SALARY PLAN FOR THE PRESIDENTS OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM, 1989.

Staff Development Services. Memo from Bob Berlam outlining the programs of the Executive Management and Leadership Development Institute, 1988.

GOAL XIV: To maintain a clear identity, reach potential consumers of education and training services, and increase support for the NC Community College System and its member institutions.

Objectives

To reaffirm and promote public understanding of the basic philosophy and mission of the comprehensive community college system, with particular emphasis on improved understanding by business, industry, and the legislature.

To promote unity among the community college presidents and active support among the State Board and institutional trustees in support of the legislative program for the system.

To develop an ongoing, high quality public relations effort in support of the community college system which will serve to help identify the role of the community college in the service area.

To develop the capacity of local institutions to improve their marketing efforts through professional marketing staff at the department and at the institutions.

Evidence of Progress Toward Objectives

The 25th anniversary events

- * Silver anniversary banquets and balls in the fall and spring
- * A fall national teleconference
- * Visual and performing art galas in Raleigh and the Kennedy Center in Washington, D.C.
- * A state fair exhibit with 22 colleges participating and opening ceremonies including Senator Terry Sanford and Rep. David Price
- * Media coverage via journals, newspaper articles, system and local advertising
- * Special recognition events for minorities and women.

The Commission on the Future

- * A teleconference in March on Commission recommendations
- * The publication of the report, **GAINING THE COMPETITIVE EDGE.**
- * Distribution of the report to all full-time staff and permanent part-time staff.
- * Implementation activities at both state and college levels

System Marketing Projects

- * A fall 88 campaign used statewide T.V. at a cost of \$252,000 targeting nursing, adult literacy and needs for additional training.
- * Colleges advertised heavily within their service areas and spent \$70,000 for direct tie-in with the state campaign.

Considerations

Marketing efforts will need to be intensified in the absence of such events as the 25th anniversary celebration and Commission of the Future publicity. Attention will be given to generating public and system support for the Commission on the Future report.

A marketing campaign is being implemented using the services of a public relations agency. Findings of the biennial marketing survey are scheduled for publication this summer. Implementation of the survey findings and intensification of marketing efforts require the approval of the requested \$500,000 for fiscal year 1989-90.

Sources

Marketing Services, DCC. SYSTEM MARKETING PROGRAM FACT SHEET, 1989.

Silver Anniversary Committee. Announcement of the state fair exhibit, 1988.